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ABSTRACT

The proceedings of this roundtable discuss the current status of Florida women in educational leadership and ways to expand their opportunities for advancement. The report begins with an introduction and opening remarks by Florida's Assistant Commissioner of Education, Laurey T. Stryker and Florida Commissioner of Education, Betty Castor. A keynote address by Floretta Dukes McKenzie outlines characteristics that lead to success. A panel discussion on leadership opportunities in Florida includes remarks by Muriel Kay Heimer, William L. Shade, Joan P. Kowal, Edward T. Foote II, and Jeanne Diesen. At a working lunch, participants gathered in groups to discuss the subject "Rhetoric & Reality: Personal Insights/Policy Implications." The discussion is summarized by group and also by topics: educational life choices, socialization for success, career paths, personal attitudes, and setting policy directives. A discussion of "Moving to the Top" includes remarks by Jeanne O'Laughlin, president of Barry University in Miami Shores, Florida, and Catherine Cornelius, president of South Florida Community College. Reports from small working groups are included, focusing on developing policy perspectives. Appendixes contain a program, information on the speakers, national and state statistical data on women in educational leadership, a list of participants, and conference handouts. (JB)

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Proceedings Of The Commissioner's Roundtable For Women In Educational Leadership In Florida

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November 20, 1991
Tallahassee, Florida

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REGIONAL ROUNDTABLE FOR WOMEN IN EDUCATIONAL LEADERSHIP

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FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

October 1992

Dear Colleague:

The Florida Department of Education and the Hardee Center for Women in Higher Education at the Florida State University were delighted to host the **Commissioner's Roundtable for Women in Educational Leadership in Florida.** The purpose of the Roundtable was to provide a forum for discussing the current status of women in education in Florida and for developing strategies to expand opportunities for women to advance to key leadership roles in education. The participants in the Roundtable were able to network and engage in interesting and exciting discussions regarding the critical issues and barriers to promotional opportunity.

We are pleased to present the *Proceedings of the Commissioner's Roundtable for Women in Educational Leadership in Florida.* The *Proceedings* is a transcription of the actual speeches and other discussions that took place during the day's activities of the Roundtable. Included also are the participants list; a collection of national and Florida data concerning students, faculty, and administrators; and summary data on employees of the State University System. It is our hope that this publication will be an inspiration to all of us.

Our sincere thanks to the Roundtable participants; we wish for you continued success.

Sincerely,

Betty Castor
Commissioner

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PROCEEDINGS OF

THE COMMISSIONER'S ROUNDTABLE FOR

WOMEN IN EDUCATIONAL LEADERSHIP

IN FLORIDA

ACKNOWLEDGEMENTS

The *Proceedings* reflect the work of many individuals who unselfishly contributed to the project. The coordinated efforts of the Planning Committee for the Commissioner's Roundtable for Women in Educational Leadership in Florida were outstanding. The committee members are listed on the inside cover of this publication. Special thanks are extended to the Hardee Center graduate assistants of the Florida State University College of Education for the numerous hours they spent transcribing the presentations.

Support for the Commissioner's Roundtable for Women in Educational Leadership in Florida was tremendous. We are especially grateful to Florida State University for hosting a reception, the State University System for providing breakfast, and the Florida Association of Community Colleges for providing lunch and refreshments.

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INTRODUCTION

The Florida Department of Education and the Hardee Center for Women in Higher Education at the Florida State University hosted the **Commissioner's Roundtable for Women in Educational Leadership in Florida**, on Wednesday, November 20, 1991, in Tallahassee, Florida. The purpose of the Roundtable was to provide a forum to discuss the current status of women in education and to develop strategies to expand opportunities for women to advance to key leadership roles in the educational arena.

The day's activities were structured in a way that encouraged the participants to share their personal opinions and stories. The participants collectively had much to tell about the reality of the opportunities for women in educational leadership in Florida, and they presented a sense of the processes involved in the creation of opportunities.

The *Proceedings of the Commissioner's Roundtable for Women in Educational Leadership in Florida* is a transcription of the actual program presentations. Florida Commissioner of Education Betty Castor and Assistant Commissioner of Education Laurey Stryker presented opening remarks and gave the participants their "charge." The keynote address was delivered by Dr. Floretta McKenzie, President of the McKenzie Group and former Superintendent and Chief Executive Officer for the District of Columbia Public Schools. Panel discussions focused on "Opportunities for Leadership in Florida Education" and "Moving to the Top." In group discussions, the participants

explored "what is" the current situation regarding women in leadership positions in education, "what should be," and "how do we get there." To guide their discussions, participants were asked to address the questions in the five general areas:

- Educational Life Choices: Who Gets What?

- Socialization for Success: Does It Happen?

- Career Paths: Accident or Choice?

- The Personal Dimension: What Attitudes Help or Hinder?

- Setting Policy Directives: What Might Work?

These discussion groups were the impetus for realizing the goals and intended outcomes of the Roundtable. In order that participants might maintain a ready reference or network of women educational leaders, they were presented a copy of the *Directory of Women in Educational Leadership in Florida.*

OPENING REMARKS AND CHARGE TO PARTICIPANTS

Dr. Laurey T. Stryker:

A warm welcome to all of you. An energetic planning committee has put this program together. If you would like to thank these people throughout the day, there is a list of them inside the front cover of your program. One of the products we have put together for this meeting is the first *Directory of Women in Educational Leadership in Florida*. As you look through the *Directory*, you may notice missing names. We have been finding people all over the state, and that has been one of the great things about putting together this conference. I know you will be adding names before you leave.

We have a full day of speakers. We have a mixture of speakers, panels, as well as time for you to interact. One of the main things we wanted to do today is network. I was surprised as I looked at the list how few of you I knew, and some of you feel the same way. The opportunity to be together in small groups and the larger group is being offered so we can network.

Also, I take the personal privilege here to introduce Mary Seals. Mary was the Associate Vice Chancellor for the Board of Regents. Ten years ago she put on a similar type of conference that made a difference in our state! We are happy to have her here today.

Now, I would like to introduce the lady I get to work with every day. She is not only the person who I believe provides leadership for education and social services in our state but also the person who has paid attention to issues like how are women doing? Are the promises being kept, are the needs being met, and is the progress of women really happening?

Last year Mary Pankowski cajoled her to go to the Florida American Council on Education/National Identification Program (ACE/NIP) meeting, and at that meeting, she heard from the women participants that we need to get back to focusing on these issues. We need to see how women are doing. As a result of that message, this Commissioner's Roundtable came together. Please join me in welcoming Commissioner of Education Betty Castor.

Commissioner of Education Betty Castor:

Thank you, Laurey, for that fine introduction. This is indeed "shades of Mary Seals." Mary has been one of the pioneering spirits in promoting women not only in education but also in the professions. I remember we used to have a secret group that met on Fridays called "The Lunch Bunch" where we would trade information and secrets about how women were doing and where the men had the positions and openings.

I am delighted to welcome you to what I believe will be a rewarding and empowering day in which we will share our stories, be inspired by each other's success, and develop strategies to advance women in educational leadership. I would like to share with you my own view of where we are, where we are going, and how we can get there.

Today, I would like to share some thoughts on how women can stay in the leadership pipeline and surge past the constrictions that keep them from claiming the leadership positions that should rightfully belong to them. Today's Roundtable provides an opportunity to identify strategies to advance women within the educational arena. We have reached the point where we need to look at new ways of expanding opportunities for women.

First, let us take a look at where we are. An Associated Press analysis of Census Bureau numbers revealed last week that college-educated women earn only as much money as high-school educated men. We keep telling young women that education is the key to power, and clearly they are responding by enrolling in college in greater numbers than men and by performing well. However, the message that "education is the key to success" is negated when men with less education have equal earning power. We need to do whatever we can to ensure that education means just as much for a woman's quality of life as it does for a man's. The secret is out. The disparity continues. We have to do something about it.

In terms of college degrees, women are progressing through the pipeline in record numbers. Women have been earning more associate's, bachelor's, and master's degrees than men for the past several years. Here in Florida, women surpass men at the postsecondary level, both in terms of enrollment and in associate's and bachelor's degrees earned.

In 1950, Lynn White, president of Mills College said, "For obvious reasons of family responsibility, there will always be fewer women than men among professional scholars" (*Educating Our Daughters*, 1949). Would he not be surprised to know that 1999 is expected to be the first year that women exceed men in the number of doctoral degrees received?

Of 3,000 presidents of two- and four-year public and private colleges and universities nationwide, just over 10 percent, or 328, are women. Florida's share is six women presidents. They are:

* Rita Bornstein--Rollins College
* Sister Jeanne O'Laughlin--Barry University
* Kathryn Jarvis--Acting President of Beacon College
* Catherine Cornelius--South Florida Community College
* Muriel Kay Heimer--Lake City Community College
* Maryly Van Leer Peck--Polk Community College

I am delighted that Sister Jeanne, Cathy, Kathryn, and Kay are with us today and will be sharing their insights.

As you know, the Board of Regents is close to selecting a new president at the University of Central Florida. For the first time in our history, two women are among the six finalists for the position. It is my hope that one of these women will be the next president of UCF.[1]

In Florida's State University System, women held 33 percent of executive, administrative and managerial positions in 1989, up from 28 percent in 1985. In our community college system, women hold 36 percent of executive, administrative and managerial positions, up from 31 percent in 1986.

The New York Times recently noted that "one of the most striking paradoxes in education is the vast number of women in the rank and file of teaching staffs and the few among them who manage to ascend to positions in top-level administration" (Hicks, November 4, 1991). Nationally, women comprise about two-thirds of public-school teachers but only about 5 percent of superintendents. That minuscule figure compares unfavorably with the number of women in Congress. We have been much more successful at the ballot

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[1]Note: Subsequent to the Commissioner's Roundtable, Dr. John Hitt of the University of Maine was appointed president.

box than in the upper levels of school administration. Politics has not traditionally been a female dominated area, but education has.

Of Florida's sixty-seven school district superintendents, seven are women--up from four only two years ago. Also, as recently as a year ago, no Florida school district had ever appointed a woman superintendent. Today two of the three most recent superintendents are women: Dr. Joan Kowal of Volusia County and Dr. Monica Ulhorn of Palm Beach County. Welcome aboard!

These statistics, while showing modest improvement at each level of education, indicate that women are underrepresented in educational leadership positions. Today, as we explore ways to expand leadership opportunities for women, we should consider proven strategies such as mentoring and networking. The first ever *Directory of Women in Educational Leadership in Florida*, which we will share with you today, will be a valuable networking tool. Use it and expand it.

Women in power have a responsibility to promote other qualified women. I am proud that several members of my top-level staff are well-qualified women, including my Assistant Commissioner of Education, Laurey Stryker. I can remember my colleagues around the legislature after I hired Laurey. The feeling was that one had to have a skirt to get into Castor's office. Wonderful--I thought that was great! The traditional methods for expanding opportunities for women in educational leadership are important, but I am concerned that we are not moving quickly enough. We need to look at new strategies, as well.

I believe it is time to demand accountability among our education institutions in the hiring, promotion, and compensation of qualified women. We are implementing comprehensive accountability systems at all levels of Florida education, in which we are setting goals, measuring performance and disclosing outcomes publicly.

I believe the same can apply to moving women through the pipeline to educational leadership. Our school districts, colleges and universities need to set goals for advancing women and measure and report their progress.

If we have not moved up quickly enough, it is because of our reticence to make waves. We have not made this issue a high enough priority. The time could not be more

ripe. John Naisbitt and Patricia Aburdene in *Megatrends 2000* call the 1990's the "Decade of Women in Leadership." They have said that "the primary challenge of leadership in the 1990's is to encourage the new, better-educated worker to be more entrepreneurial, self-managing, and oriented towards lifelong learning" (1990, p. 228). Women are uniquely qualified to motivate other workers this way. As Laurey has indicated, we organized this program as a way to share our personal experiences. It is my hope that our discussions of today will yield a sense of where we are, a chance to get to know each other better, and the beginning of a sustained effort to move more women to the top of educational leadership. My challenge to you is that you will develop a series of state-level and institution-level policy implications--a road map for change.

I would like to close by paraphrasing an empowering prediction from Naisbitt and Aburdene:

> In the first decades of the third millennium, we and our children will look back at the latter half of the 20th century and remark on how quaint were the days when women were excluded from the top echelons of educational leadership, much as we today reflect upon a time when women could not vote.
>
> How naive were the men and women of the early 1990's, they will say, those people who believed in something called a "glass ceiling" and thought it would forever exclude women from the top (1990, p. 240).

Thank you.

I now have the pleasure of introducing Floretta McKenzie. A Polk County native and formerly superintendent and chief executive officer of the District of Columbia Public Schools, she is currently president of the McKenzie Group, a comprehensive educational consulting firm offering a wide range of direct-assistance services to public and private organizations.

I had the pleasure of spending time with her this past summer at a leadership institute in Aspen, Colorado. I can assure you that in addition to her educational experience, notoriety, and fame, she has a great sense of humor. She never stops thinking;

she is very challenging. I know she is going to give you something to think about this morning and something that will challenge us. It is my great pleasure to share her with all of you. Ladies and gentlemen, Floretta McKenzie.

KEYNOTE ADDRESS

Dr. Floretta Dukes McKenzie:

I am very pleased to be here. I say that most sincerely because I am a fan of Betty Castor's. I see her as a modern day heroine. She is intelligent, resourceful, a visionary, a consensus builder, caring, aggressive, all the things that make for a great leader. She is not only the caretaker of education for this state. She is the person who is struggling mightily to take this state to the 21st century not as a follower, but indeed as a leader.

It is also good to be back in my home state. I really do respect my early beginnings in Florida because it was in that little city of Lakeland, Florida, some 200 miles from here, where I first developed aspirations to enter the field of education. I remember it very clearly. I was sitting in geography class, in the seventh grade, and I decided I was going to be a geography teacher. I never veered from that course. At the time that I graduated from teacher's college, they did not need any geography teachers. My father said to me, "Flo, why in the world did you major in geography?" I said "Dad, if you're good, you're gonna make it somehow." I did not get a job that first year, and I went to Howard and received a master's degree in history. Later on, I got a job teaching geography in Baltimore City. I do wish my father were living now, as I am a member of the Board of Trustees for the National Geographic Society.

It was because of some very fine teachers in this state, and another very special woman who was the heroine to so many of us in the early part of this century, that I am here. That heroine is none other than Mary McCleod Bethune who founded Bethune-Cookman College located in Daytona, Florida and who also founded the National Council of Negro Women now headed by Dorothy Height. I remember vividly as a little kid that Mrs. Bethune came to our city to raise money to build her college. I remember waiting in our little frame civic center with my mother, father, and sister for Mrs. Bethune

to come, and she was late. So I said to my sister, "Why are we waiting for this lady this late?" My mom tapped me and told me to be quiet. All of a sudden the audience stood up because Mrs. Bethune was coming into the hall.

I did not know why they stood up then. I learned later that when you are really committed to something, not just committed to your own advancement, that is leadership; leaders are true leaders when they move beyond themselves to a cause that is just and right. What cause is more just and more right than making sure that all young people have access to the opportunity circle? It is beautiful. Therefore, as we struggle for women to take their rightful places in leadership in education, it is for us the best of all worlds because it is, perhaps, for some of us, the ultimate goal to see everybody able to have the same chance or a better chance in life than we had.

In spite of the fact the Commissioner indicated so many of us are in education and in spite of the fact that in the 70's so much attention was given to women's issues, not enough has changed quickly enough. There are not enough women in key leadership roles in education, the corporate sector, medicine, law, engineering, and so forth. The key occupations for women in the 1990's are not so different from the positions that we held in the 1940's or even the 1890's. The top five jobs for women in our society now are secretary, cashier, bookkeeper, registered nurse and nursing aide, and the sixth one is teaching. In 1940, teaching was number three, and in 1890, teaching was number four.

Certainly we <u>are</u> going into other professions. Sometimes I lament that, because I still believe we need our best and brightest in teaching. However, the number of women in professional careers is growing sharply. Today 19 percent of all physicians are women. I am pleased to say that when I went to see my surgeon on Monday, it was a woman I was going to see. My brother is a physician, an OB/GYN, and he says the women are stealing all the patients. I could not say very much, except, "You have to work harder. You really have to empathize." Thank goodness he grew up in a family of four sisters, and he is able to manage very well. At present, 21 percent of all lawyers are women, and 42 percent of those in law school are women; so there is a real change. This year for the first time there will be more women accountants and auditors than men: 730,000 in this country. That is very exciting, but the picture needs to change even more.

In the past several years, we have heard more talk about women trying to move up in the corporate world, and they hit that barrier just below the level of general manager they call the "glass ceiling." Most of you are aware there was a recent study about the glass ceiling, and there was an interactive telecommunications program on it hosted by Lynn Martin, Secretary of Labor. I am glad the study was done, but I really regret that the Secretary of Labor could not speak more forcefully concerning this abomination. She said, "we will persuade; we will cajole," but she suggested no strategy that had any teeth in it that would help remove that ceiling.

One of the things that I learned in Lakeland was curiosity. I have been curious about the corporate world, and I was recently nominated to my seventh corporate board. As I look around the room, often I am the only woman and the only black. Thank goodness I do not have a mirror before me because since I cannot see myself in those rooms, I do not worry about being a woman or being black. I think I look like the other people.

One of the things that concerns me about being the only woman or the only black in such situations is that I end up being the conscience of these groups. It haunts you when you do not speak out. I remember clearly in a bank board meeting when the CEO spoke about a sexual harassment case with which we were dealing, and he trivialized it. I had challenged him on community reinvestment and other issues. I let the trivialization of sexual harassment go by, and the memory of my failure bothers me. I have to go back, see him one-on-one, and talk to him about that.

I believe very strongly that we have no reason to be on a board or in leadership positions unless we can make something different. You have to recognize that you are concerned about your own movement and maintaining a position once you get there, but there are higher ideals with which you have to deal.

The only other black board member of the National Geographic Society is Judge Leon Higgenbotham of Philadelphia. One day in a meeting, Judge Higgenbotham stood up and said "I'm concerned about the Society's investments. I believe we have some investments in South Africa, and we must deal with it." The Judge had not called me, had not said a thing. I said to myself, "Oh, I like this board, but I'm gonna have to resign." Why did I say I was going to have to resign? Because if the board had not dealt in a positive way

with this concern, I would have had no choice but to resign. It was not so dear to me that I could not give it up, and I think that is the way we have to look at positions. Nothing is so dear that you sacrifice your principles. So, they straightened it out, and I am still there. These are issues that will face women in different careers, and they face us in education.

As the Commissioner mentioned, she sees it as part of her responsibility to bring more women along with her. Some others do not see it that way. Some of us say we want to be gender free in our promotion and hiring practices, but I do not believe that. I think we must seek racial and gender balance, and we must work at it to make it happen. It will not just happen, and we do have to keep calling attention to the numbers, the statistics. You do have to know what is happening. If we do not know what is happening when we leave the positions of responsibility to which we have ascended, it might take a long time for other women to make it. I see very clearly that part of the responsibility is to do a job so well that those who make the decisions about appointments can see other women doing the same job or jobs of higher stature.

I have done a number of superintendent searches, and in a couple of those, including those in Detroit and Philadelphia, a woman was selected as superintendent. I like to think that I handled the search in such a way that the Board of Education could see another woman as their leader. I am excited about my sisters moving into positions of leadership, and that is also something we have to do: be excited and celebrate the accomplishments of others.

I know a young woman whom I still mentor (she might even mentor me now), a young school psychologist that I recognized was very talented. I helped her when I was executive assistant to the superintendent of schools in Washington, D.C. At one point, the superintendent decided I needed a place of my own, and he made me deputy superintendent. I arranged for this psychologist to be executive assistant. She did that job extremely well. Those of us who have lived in Washington are always intrigued by the Federal establishment. She wanted to try out the Federal government, and she got the Education Chair on Carter's Domestic Council. Then, she decided she wanted to set up her own business in psychological services. I talked with her and encouraged her with almost every change she made. She would call, and we would talk and strategize together. I want

you to know that young woman has businesses in Washington, has other satellite businesses in Chicago, Miami, and a couple of other places. We recently had lunch, and she is now a multi-millionaire.

I call her, or she calls me every year, and the purpose of our meeting is to have lunch so she can brag. We need somebody to whom we can brag. Other people think bragging is immodest, but I say, "Tell me about it. Get excited about it, and do not mince words. Were you good? Were you exceptional?" We laugh and celebrate her success and celebrate mine a little, too. It is like adrenaline to me to see someone make it whom I helped mentor. That is the excitement of it; not just making it yourself, but helping others to accomplish not only what you have accomplished but to go beyond. That, indeed, is just a wonderful elixir. It keeps you young!

Two college professors, Lee Garden Schwartz and Lita Rose interviewed ten professional and business women to learn from them how they achieved success. They came up with five success secrets, and I am going to share them with you. The first one is driving ambition, and I do not hesitate to tell you that I am among the most ambitious of folks. I used to quote that little thing from *Hamlet*, even in high school, "but I have no spur to prick the side of my intent, but my vaulting ambition." (That is why Shakespeare is good in high school. In high school you need to taste ambition. They taught me over in Lakeland that the only true competition is self competition, and I competed with myself to see how good I could be.) Value change and challenge. Enjoy it! Sometimes you are at your best when you are in trouble. Love it!

Secondly, it is good to have a magnificent obsession. Real, intense passion for your work. I think I am probably in my twenty-first job, and I have never had a bad job. I loved them all. I saw them as building blocks. For a while, folks would look at my resume and say, "You cannot keep a job." I said, "but every one was a step up." With the excitement of the challenge, I almost took it too far.

Third, you have to have megavision. They say that when successful women plot, plan, scheme, and dream, it is on a grand scale. Do not be grateful that you are where you are; move on somewhere else. Dream on a grand scale. What can you do for your institution? What can you do for young women? Have a big vision, but most of all, have a vision.

Know where you want to go. I know where I want to go next. I am into my planning phase for my next career. I am going back to teaching, and I have started already working part time. Eventually, I am going to move into it full time because I will have done most of what I wanted to do, and I want to teach others how to manage and administer organizations. Have your vision.

Vision is important. Kids of our generation used to ask their fathers, "What did you do during the war?" For those of us who are African-American, our kids ask us, "What did you do during the movement?" Goodness knows, we women, particularly gifted and talented people, need to be asked what did we do with our lives. We should be able to tell our children and other people's children what we did in order to merit the gift that was given to us.

Fourth, Garden Schwartz and Rose said the key to success is a "no excuses, just results" philosophy. No excuses! I often say never make the same mistake twice. Making a mistake is not a problem because you may make one based on the information available or because it was your best thinking at the time. You should not ever make the same mistake twice. Many of these women said that obstacles served to spur them on. They developed strategies to overcome whatever obstacles were before them, and some of them, like me, knew poverty.

In education, we have to work hard to keep teachers remembering that they were not always perfect people themselves. We have to understand students. If we are fortunate enough to overcome poverty or some other real barriers, we must not be embarrassed by it; we must share it as an example of what one can do in spite of those obstacles.

The last key to success is what Garden Schwartz and Rose called practical magic. I like that: magic. In the classroom you can create magic. As an administrator you can get enough people in those classrooms so that they can create the magic of learning and exciting youngsters to education. Give them the stuff of dreams. Practical magic is a fusion of business savvy, people skills, and the ability to learn from everything. Some of us forget that we are still learning. Somehow we think that with our terminal degrees, learning ends. It never ends.

In fact we can learn so much from observing people who do things well, things we would like to do well. When I was young in administration, I would seek out people who could perform certain tasks well. I would observe certain superintendents. I remember observing Homer Elseroad in Montgomery County. I had come to the district as an assistant superintendent. At a board meeting, no matter what anybody said, he would keep the same expression. (You can throw people off if you can manage to keep the same expression.) So I observed him, meeting after meeting, handling himself very professionally, never showing anger or dismay, being able to move through criticism without flashing eyes. I said to myself, I want to be able to do that.

When I became superintendent, a person came up and complimented me by saying, "I can't understand how you can deal with the board without showing emotion." I said to myself, practice, learned behavior. Learned behavior! I have had men attack me in meetings to see if I would cry, to see if they could shake me. You have to look right back at them. You might say a few choice things after the meeting, but you have to have that composure. Only become emotional when it is necessary.

I believe there are times when it is appropriate to become emotional, but only when you really care about something. You let people know that you care. This is practical magic, and those people skills are necessary. Frankly, I think we can do all the technical kinds of things, but managing the people problems will trip us or throw us out of a job. You have to understand people; you have to be able to read them; you have to be able to strategize.

Sometimes you wait. I tell young administrators sometimes, "If you know the answer to a situation that is troubling an employee, do not just tell them when they come in and lay the problem out with the answer. You say, 'I want to think about this overnight. I want to ponder on it.' Then, come back the next day and share what you already knew. It will not be so devastating to them if they think you really agonized over it." Little things like that help people take a difficult decision. If they believe you have done everything you can do, they can deal with it.

Understand people. If I can stress anything, it is helping others to learn to respect people first. Respect all people. Something we can borrow from the corporate world is to recognize that we have clients and customers and to treat them as such.

Many of us in education think we are giving out something. The students have to come by us to get the diploma, to get the degree. If they do not do it the way we want them to do it, we will keep that diploma! But our success should be measured by the number of successes we can have rather than by how tough we are as measured by the number of failures. One of the ways we as women can help change education is by making it success-prone rather than failure-prone. We are always talking about failure conditioning; what about success conditioning? The curve does not mean anything. Everybody is on the upper end of the curve if I am doing it right.

If I have learned how to reach everybody with whom I am working, I will get high levels of productivity from staff. If I am being the trainer, the leader, a member of the team as well as a team leader, I am going to get super performance from those who work with me. Mary McCleod Bethune said, "We can't give up. We've got to continue to do it. We are not here to hold the position or to be head of this, that, or the other. We are here to mass our power and our thinking and our souls to see what we can do to make it better for that mass that can't speak out there. That's why we're here. We can't give up. We must keep on." To me that is what leadership in education means. Let me go on to share with you a few myths about women in leadership. I hope these are not true, but maybe you might recognize these myths somewhere. The first myth is that women who have made it are queen bees. That is, they are imperialist. I have seen a few, but we really have to guard against this myth. We must see ourselves helping other women and enjoying mentoring, especially making sure we can look to the right or the left, or even up, and see other women doing what we are doing.

The second myth is that successful women become more like men. They deny the nurturing feminine side and play hardball. I think that myth is unfortunate because we bring something very special as women. As I was moving into administration, some folks would ask me, "Does it bother you being a woman or being black?" I said, "Let me tell you that that is a fact. If somebody wants to worry about those two realities, they must worry

because I cannot help them." I am a woman, and I am black. I never deal with that; I give that away immediately. If I did not get a certain position I went after, I said, "Well, they made the mistake; they just didn't pick the right person." It is not my problem although I would certainly examine the situation to see what additional skills I might need. The fact is, we as women are generally better communicators. We are generally better consensus builders.

If we are true to ourselves, we use our intuition. I teach young administrators to use their intuition, their gut feeling. Sometimes you can have all the documentation in the world, but something tells you it is not right. More times than not if I go with the gut feeling, I end up okay. When I deny it, I end up in trouble, having to work myself out of a situation I could have avoided. That is why it is so important for us to stay in touch with ourselves, with who we are and to understand what we bring to the table.

Sometimes when we do a difficult thing, we as women learn how to do it very skillfully. I used to say that if I had to cut you, you would be down the block before you realized you were cut. That is very nice. You have to do what you have to do, but you develop a skill. When you have to correct somebody, they end up saying thank you. Women remember to correct people one-on-one, and sometimes men do not remember. My mother said, "How can you be superintendent? You're just so nice and so soft." I said, "Momma, if you knew." One time I was called "hatchet lady" behind my back, but I wielded my hatchet with skill. My job was to help principals move on who did not know their time was up. Some of those very people would ask me to sign their retirement papers. I think as women we understand people; we understand how they feel, how they hurt, and we try to lessen that hurt as much as we can. We do what we have to do.

Myth three is that to achieve power, women have to be aggressive. Yes, I think we have to be aggressive, but some people like to call it assertive: assertive with a velvet touch. Know how to do it.

The fourth myth is that women at the top are one-dimensional workaholics, all work, no play. I think that is crazy. I used to say "Work smarter, not harder." That is what you have to do. You do not prove anything by spending all those hours and having staff there late at night. You have to figure out what you are doing if you are spending those hours

there. You are doing something wrong. There are times when you have to work weekends. As I moved to the private sector, there were times when we worked overnight, but we knew we had done something wrong. We did not plan the project right. We have to critique what went wrong when we are putting in long hours and not getting the kinds of results we need.

Successful women generally have diverse activities and interests. If I were to interview a person to come on my team, I would ask, "What do you like to do other than your job?" I am scared of people who do not have anything to do but work, because they generally give you trouble. If something goes wrong on the job, they do not have anything else on which to fall back. Talk to me about spiritual life or family; tell me something. If you do not have any other interests, find some, because it helps the mind to recreate or revive. Fishing for me clears my head as does music and lots of other things. My grandchildren wear me out but they are a delight, too.

The last myth we have to attend to is that ambitious strivers sacrifice everything for success. We do not sacrifice everything for success. We do not want success at any cost. About 85 percent of successful women have marriages. About 70 percent of successful women have children. You can do it all, but you have to organize it so that you do not kill yourself. Remember that song, "I'm Not Your Superwoman." I think we have to be serious and not want to be a superwoman, but to share with one's mate and one's children when it is not going so well. Your children, your spouse and good friends can be tremendous support to you.

Good friends who know how to keep your counsel and theirs are a support. A friend died recently, and they said of him, "he was a man who could keep confidences." I want somebody to say that of me, that I was a woman who could keep confidences. That people could tell me anything, and they would never have to worry about it going somewhere else. When we reach those leadership jobs, it gets very lonesome. It gets very lonesome.

I remember just before I left the superintendency, at one point, the city threatened to cut the budget severely. I told the city leaders that if they cut that budget, I was going to resign, and I led a march on City Hall. That was crazy. I recognized it later as a sign of burn-out. I did not learn how to pace myself too well in that job. I did overwork. You cannot tell people you are going to resign but one time. The next time you have to go.

That was irrational behavior. When I did that, it was over a weekend. The board did not call me; my friends did not call. Nobody called because they wanted to see how it was going to play out in the press. Many are your fairweather friends when it gets hot. It played out well. We got the whole budget. But from then on I knew I was out of control. My board could not control me after that because I had manifested more political power than they had. Your board has to believe they are in charge. You must have political savvy. You have to understand the politics. You have to help them believe they are in charge. You have to recognize it yourself when you are getting in over your head.

From that incident on, I planned my way out of that job. (I say job because I have never had a position; I have always worked very hard. I do not know what a position is like, and maybe it is my personality that cannot enjoy a position.) Indeed, you must know when you have completed your job. I was able to get through an incident like that, stay whole, and not be shattered because I had a support structure: family, a spiritual life, and other things that could move me through when everybody moved away. You will notice that when you get in trouble, folks will move. They will move out until they see how you move through it. Then they might be back.

There are some skills that people say you need for moving up, and I will just share these very quickly for you to share in turn with some of those with whom you work. I am not telling you anything you probably do not already know. These were uncovered from a survey of successful women. They are in the order of importance. The first skill is communication. The second is problem-solving and decision making. Third, understanding the organization and its people is an important skill. Know where you are, what the organization is about, its mission. Shape a mission if you do not already have one. Then, personal power--poise, serenity, and inner resources--follows. You have to have personal power. You have to be a team player. We do not need any lone rangers or rangerettes. Get people to work with you, take them with you, know how to build a team, and strive to be a team member. Know how to motivate people to perform. I think someone once said that the only definition of motivation is self-motivation. Do not believe it; motivate people to perform.

You have to have political savvy. Sometimes we think we can avoid politics. Sometimes we think we are not as good a politician as Betty Castor. You might not be an out-and-out politician, but you surely have to understand the political game wherever you are. I work at some universities where politics is heavy in the air. Frankly, if there had been that much political maneuvering at the elementary and secondary levels, I do not know what I would have done. Try to keep the organization devoid of politics as much as you can. Leaders have to deal with the politics; try to help others to not have to deal in that arena if you can.

You have to know how to delegate and how to supervise. Some of us want to do it all. You cannot do it all. Essays about power teach us that you have more power when you give it away to be brought back to you on demand. You have to understand, appreciate, and enjoy power. Do not hold it as an individual, but give it away to people you trust. You can enlarge that power and bring it back to you when you need it.

Another necessity is having a mentor. I probably have too many mentees. You need a mentor, and you need to be a mentor. You have to do it for others. You have to help women have an easier time than you did. Help many women to make it.

The last skills are the technical skills. Is that not interesting? All those people skills come first. Most of us have the technical skills, or we know where to go to get them. Sometimes I think we should encourage our daughters to be members of teams, to get used to losing sometimes. They are not going to win all the time, and they need to know how to lose. They also need to know how to struggle and win and the joy of competition. That is a heavy order, but that is what we need because we have to expand the pool of women in leadership in our own profession and other professions. We have to support those who take the risk and move into leadership jobs.

Let me conclude using the words of Mary McCleod Bethune in her legacy to us as black people, to women, and to this country. She said, "I leave you love. I leave you hope. I leave you the challenge of developing confidence in one another. I leave you a thirst for education. I leave you a respect for the use of power. I leave you faith. I leave you racial dignity. I leave you the desire to live harmoniously with your fellow man. I leave you, finally, a responsibility to help people."

PANEL DISCUSSION

OPPORTUNITIES FOR LEADERSHIP IN FLORIDA EDUCATION

Dr. Muriel Kay Heimer, Moderator

Dr. William L. Shade

Dr. Joan P. Kowal

Dr. Edward T. Foote, II

Dr. Jeanne Diesen

Commissioner of Education Betty Castor: Our moderator for the panel discussion is Dr. Muriel Kay Heimer. Her experience includes resource development and successful foundation fund raising. She has been recognized nationally for her work, as have all of our panelists. She has received particular attention for instituting special programs for women and for emphasizing vocational and career training. I recently had the opportunity to deliver into her hand a check for $250,000 for working toward a tech-prep program that starts at the secondary level and continues to the community college level. I am delighted to see her this morning, and I am going to turn this portion of the program over to Kay who will introduce her panel members.

Dr. Muriel Kay Heimer: Welcome to the panel discussion of the Commissioner's Roundtable for Women in Educational Leadership in Florida. I want to refer to Commissioner Castor's letter of invitation, in which she expressed her concerns: "As Commissioner of Education, I am frequently reminded of the relatively small number of women in key leadership positions in education. Because of this concern, the Department of Education and the Hardee Center for Women in Higher Education at the Florida State University, in cooperation with the American Council on Education/National Identification Program (ACE/NIP), are co-sponsoring a Commissioner's Roundtable for women in educational leadership in Florida." By exchanging our ideas, we can learn more about what is happening with women's access opportunities in Florida than by reading statistics. The

panel will place emphasis on personal experience. The panelists will speak to access pathways and then we will open the discussion to take into consideration your own experiences.

The American Association of University Women (AAUW), in a recent publication, used the following as a theme: "Gender fair, multicultural education is vital to our future, and now at the cusp of the new century, we have an extraordinary opportunity to achieve it." Commissioner Castor did a wonderful job, and I appreciate the introduction.

It is nostalgic for me to serve on the panel as a moderator because when I was a dean a number of years ago, I was at the first ACE/NIP conference in Florida in the 70's. I currently sit on the Commission on Women in Higher Education for the American Council of Education for the United States. I also assisted with the founding of the "Leaders in the 80's" program. The program is an example of the pathways, practice, and many of the ideas suggested by Floretta McKenzie. Ten years ago in 1981, there were only 50 women CEOs in community colleges. Ten years later in 1991, the number was 168, 38 of whom had gone through the leaders program. Over 2,000 women in community colleges have participated in leadership training. So, there are pathways. There are modes of access, and this Roundtable is just an example.

Today, the format we will follow will be first to ask the panelists to give a brief presentation about their own personal interactions, drawing upon their wealth of experience in education as teachers, developmental administrators, CEOs, and professionals in education. The order will be slightly changed due to some rescheduling. Dr. Diesen is taking the place of Executive Director of Community Colleges, Clark Maxwell.

The first speaker, Dr. William L. Shade, received his doctorate in political science from the University of Florida. His major field is in political behavior with numerous minors in methodology, urban studies, and political philosophy. Since 1985, he has been the Vice Chancellor for Public Affairs, State University System of Florida.

His responsibilities include intergovernmental relations, public information, media relations, marketing for the State University System, and coordination of presidential searches for the Board of Regents. Since 1988, he has also been responsible for information resource management.

Dr. Shade's background in industry and politics has been invaluable to the state of Florida in his current position. Also, he has been a professor and teacher, at the grass roots of what education is all about. It is with a great deal of pleasure I introduce to you at this time Dr. William L. Shade, Vice Chancellor for Public Affairs, State University System of Florida.

Dr. William L. Shade:

I want to begin by saying it is extremely presumptuous of me to be looking out at an audience of many of my colleagues including Laurey Stryker, Freddie Groomes, Regina Sofer, Sarah Pappas, Mary Pankowski, Pat Hansen and Pat Haynie among others and presume to offer advice on how to get ahead. It is humbling.

Kay has asked us to speak from personal experience, and I would like to give you one anecdote that is not on my resume. I am the son of a woman educator who was a single parent back in the 50's and 60's before it became fashionable. From my personal experience, I truly empathize with what it takes to be a woman professional, especially one with family responsibilities. One night my mother, who had a Master's degree in nursing, came home from work at a large hospital in the Northeast. She had, that day, become aware that the head maintenance person's salary was higher than hers. When she confronted the director of the hospital with the information, she was told "but he's a family man." She was our sole source of support. What was even more troubling for her was that the director of that hospital was a woman. This was a very traumatic experience for her, and it shaped a lot of my thinking.

I fully believe in the old saying that says never trust a man who says trust me. I would also say never trust a man who claims to be a feminist. I do think my upbringing gave me some sensitivity to the problems women face.

What I would like to focus my comments on today is my personal experience in presidential searches in the Florida State University System. What helps women to get ahead? Many of you have participated in them, which makes it presumptuous of me to talk about them. It is even more presumptuous because in all nine of those searches we have hired males. That is not something of which we are proud. We are certainly not proud of

our track record of women in upper level administrative positions. It is indefensible. It is something that needs to be changed. It is something that people are working to change, and that is what I want to talk about today. How do we change? How do we make it better?

One thing that is going to change it is time. Let me give you an analogy of how time changes things. I have just spent the last three weeks in Orlando on a presidential search. The thing that excites me the most about the presidency down there is the alumni of the University of Central Florida (UCF), a young institution, 25 years old.

Orlando is and has been a Gator town. University of Florida graduates have been in the upper echelons of the Orlando business community. Right now, UCF alumni are all at the level just below the level that gives away the money. They are vice-presidents of banks, not yet CEOs. They have their first millionaire. In the next fifteen years, Orlando is going to change its focus from the University of Florida to UCF as its university. Similarly, time is going to change women in upper level administrative positions, too, just because of the numbers.

Let me go into what we can do to change. I am going to break my comments down into two levels. One is the policy level, and a lot has been done there. Two is at the personal level. I am going to talk in anecdotal terms about what I have seen primarily of women candidates in presidential searches.

At the policy level, one thing women can do to advance themselves is to support openness in searches. Support "government in the sunshine" public searches. That does not guarantee women an advantage, but it does guarantee women and minority candidates a level playing field. When all decisions are made in the open and all interviews are conducted out in the open, it does level the playing field, and that is what all the candidates we interview who did not get the job appreciate most about our searches. They know where they are all the time, and they feel they have an even shot. You have a better opportunity to win one of those searches if it is conducted in the open.

Work with the males who still control the formal search process and make the open search process more female friendly. Although I have done nine searches, this has become most apparent in the most recent one. That is due to the leadership of Commissioner Betty Castor and Laurey Stryker who came to see Charlie Reed, Roy McTarnaghan, and myself,

three white males who organize the search process. (We do have a woman who is the chair of the selection committee, Carolyn Roberts of Ocala, and Joan Ruffier chaired a previous search.)

We have always had the policy when we get down to the finalists of having at least one woman and at least one minority in the search, and we have done that in all our searches. Laurey came to us and said that if we really wanted to give a woman an even shot, she cannot be the only female finalist. You have to have at least two women among the finalists so that she is not received as the token woman. In the UCF search, we do have five final candidates, and two of them are women; a third is a Hispanic male and two white males. You cannot make that happen in an open search process, but you can make people aware, and it did happen. That is just one significant contribution.

The other thing you can do is go out and recruit women to get into the pool, and we did that this time with more emphasis than ever before with the support of Laurey and Commissioner Castor. We had more and better female candidates in this pool than we have ever had which is another reason why two women made it to the finals.

Let me now turn to the personal. This is a kind of pep talk because you are the candidates of the future, not just in Florida but in other states as well. Let me give you some advice on what works and does not work in searches that I have observed.

First, you have to start thinking of yourself as a president or thinking of yourself as a vice-president. You have to make advancement part of your personal agenda. It has to be ten to fifteen percent of your personal job description. You have to work at it all the time because the barriers are there, and the barriers are only going to be broken when they are confronted. If you lay back and wait for it to happen, it never will. You are the people that have to make it happen.

As the previous speaker mentioned, one of the important things you can do now is to learn skills. Watch presidents and vice-presidents, see what they do, and pick up their skills. The most significant skill people are looking for in our searches today is the ability to raise money. What that comes down to in the president's role is that you have to know how to close a deal. The president's job is to look the donor right in the eye and ask for the money. That is a skill you can learn. You do not have to be representing a university.

There are lots of organizations that are out there fund raising. Get in one. Go out there, look people in the eye, and ask them for money. Once you are comfortable doing that, it is immediately obvious to people in the search. You can tell the people who are; you can tell the people who are not. You can pick those things up.

The next thing you need to do is to recognize that when you go into these jobs, especially at the presidential or vice-presidential level, you have to adopt a public persona. You have to be true to yourself, but you cannot just be yourself. You have to be a little bit theatrical. There has to be a you that you present to the public that is not really you.

Both of the women who are in our search are in the search for the first time, and it is very obvious. Even if they do not get this job, it is going to help them in the future. One of the candidates is a very, very deep thinking, profound, thoughtful woman. When asked a question, she will take a little time to respond, and her answers have been superb. However, several of her most profound answers have been delivered with her hand on her nose which dilutes the quality of the message. One of the people who went to dinner with that candidate said, "Every time she touched her nose I thought she was signalling me there was something on mine." That is not what you want someone to observe or remember you by. You want them to remember what you said. You have to be cognitive of what you are doing with your hands. That also can be learned. There are organizations such as Toastmasters where you can practice public speaking, or you can get some professional training. There are lots of little things that are critical to the search process. You have to look like and talk like a president if you want people to accept you as one.

Never apologize for your womanhood, but do not wear it on your sleeve either. Be there as a professional seeking a professional position. You must be cognizant of that, too. A woman candidate just this week hurt herself when a man asked her a softpitch question. He was throwing a slow ball right down the middle of the plate. He knew the answer to this question, and she did not give a very good answer. He was trying to help her out and he said, "What happens to the money at your campus after it hits the deans?" In framing the question, he used the word he for the dean. She jumped down his throat and said, "he or she." What is the goal here? The goal is to get the job. The goal here is to give the best answer you can to the question, not try to change the guy's psyche who is asking the

question. You are probably not going to change it with that kind of response, which will probably turn him off as an ally. Again, never apologize for your womanhood, but keep your eye on the ball. Know what the purpose of the contest is; be in there to win the game, not to score points for changing gender reference, pronouns, and male speeches. That is probably a losing battle anyway. Be in the search to win, to build friends, and to build allies.

Get an inside network. If you do not have an inside network, do not get into the search. If you do not have people on the campus who are going to feed you information on what the other candidates are saying, doing, or feed you background information so you know as much about that campus as possible, you are not going to win. If you are just going to show up and say "Here I am; aren't I wonderful?" It is not going to work. Candidates who win are candidates who do their homework. Do your homework before you get there. Build your inside networks nationally. Do things like attending the Institute for Educational Management at Harvard. Make that one of your top priorities. They do have scholarship money for women and minority candidates. It is expensive, but the best thing you will come away with is a national network.

Ask the tough questions of yourself. If they are giving you soft ball questions, ask the hard ball question yourself. There was an issue in the UCF search--would you take money from an all male club. One of the candidates blew the question with his answer ending up in the paper. The next candidate was a woman, and no one asked the question. She was sensitive enough to ask it of herself in the last session and answer it.

If you lose, lose graciously. Call them back, thank them for the opportunity to be a part of the search, and ask for tips for improvement on the next search. People remember that. When people from other searches call and ask how so and so did in their search, they will respond that you were gracious. That scores points.

Finally, this is the hardest of all--keep at it. If you lose one search, get into the next one. Pick yourself up and go after it. It is the only way. One of the two women candidates in our search was a reluctant candidate. We went out and got her. She has lived in California all her life. We got other women in California and Florida to encourage her. She told us that what kept her in the search was the Anita Hill-Clarence Thomas hearings,

not the hearing itself but the all male Senate committee. She saw it as an opportunity to knock a barrier down. UCF is one of our campuses with no women vice-presidents, one woman dean, and one woman department chair out of forty. She is not pursuing a real friendly environment, but it is an environment that needs change. That stimulated her to encourage a change.

In the search process itself, be very careful when you criticize another woman candidate. Be honest and professional. When a woman criticizes a woman candidate, it is twice as damaging as criticism of a male candidate. We had some outstanding women who did not get beyond the faculty and community process because women criticized them. Recognize the fact that when women criticize another woman it is deadly, and there are not very many men who are going to jump to her defense.

Do not try to push your candidate too hard. It is the kiss of death if a candidate becomes identified as a woman's candidate on campus. Try to be objective throughout the search, and foster the participation of men. When we bring in women to meet faculty and staff, the rooms are filled with females. Stop on the way to a meeting and drag a male or two with you. I cannot tell you how many males said that before they saw a candidate, they did not think she was very strong. When they went and saw her, they were very impressed and felt she was a serious contender for the job. You have to get them there to have their minds opened.

I am glad I have had the opportunity to come here. I hope you all will go out there and keep banging on the doors.

Dr. Heimer: Thank you very much Dr. Shade. Our next panelist is well known by many of you. She has an outstanding record in Florida as superintendent: Dr. Joan Kowal. Since August of 1991, Joan Kowal has been superintendent of Volusia County Schools in the Daytona, Deland area. From 1989-1991, she was a superintendent in Missouri. She has been a classroom teacher. She has worked with grants, development, and supervision and now serves as superintendent. She has been recognized by the Executive Educator's American School Board Journal as recipient of the 100 Distinguished Educators Award in 1990. Well thought of by her colleagues throughout the United States, she received her

doctorate and master's degree from Indiana University, and her B.A. from Marquette University. It is with a great deal of pleasure that I introduce Joan Kowal representing public education.

Dr. Joan P. Kowal:

One of the reasons we are all here is because we believe in the art and value of leadership. I select those words somewhat carefully because as we look at what our potential contribution is, hopefully, what we see is that we as individuals have the opportunity to make a difference. I think that is what binds and draws each of us into the positions in which we currently serve because we believe in the individual human potential, and we believe in the potential of the individual to make a difference. Listening to Bill talk a little about the kinds of skills and attributes that can make a difference in the interview process, we see that we can do things that either create that continual success or, at times, do things that do not lend to it. I would like to approach my comments a little bit differently, and to suggest a couple of things.

First of all, I would like to credit Commissioner Castor, Laurey Stryker, and the planning committee as we talk about women leadership skills and style. One of the things women have often had to do was be the implementation people behind idea people. We have not always had the line responsibility and authority, and we usually have not had the big bucks in a budget. We have had to accomplish our activities through people because most often, and particularly in education, we were not in that compelling top CEO leadership position. As a result, we have developed a different style of leadership. That does not mean there are not good men leaders who also have developed those skills and competencies. Because women have had to be transformational leaders versus transactional leaders, we have generally had to accomplish things through people as opposed to being in a position of power and authority to make them happen. That has caused us to develop different skills and competencies.

We are here today because I believe our Commissioner of Education really stands on the pinnacle of what I call the art of leadership; she is the vocal person in this state and certainly most ardent in her support of education as the vehicle with which we will make a

change in society, not only in the state but also nationally. We are here because we believe the only good idea is an implemented idea. Often times we are surrounded by people who can talk about good ideas, but the reality is that if you cannot transform an idea into action, it does not matter how powerful the idea is.

As we look at activities such as this Roundtable, what binds us together is our belief in one another. As leaders and doers, we have a responsibility to give back. As I listened to Floretta, who has been a tremendous influence in my life over the years, one of the things we as women leaders sometimes forget is that when we achieve a position that was a goal for us, we then abandon our responsibility to give and offer opportunities to others. It is important to look at how we can have purposeful coming together for the development and growth of one another. How do we challenge and help others be the very best they can be?

Bill talked about developing strategies. Both policy and practice strategies can and must be developed. Each of us in this room is in a position to do that in one way or another. We have, as Commissioner Castor said this morning using very careful words, a responsibility to promote and connect women. Again, sometimes we tend to forget that.

There are national organizations for us to join and support whether we are in higher education or serve at the local educational level. I hope many if not all of us currently belong to associations like the American Association of School Administrators (AASA) or other professional associations that connect us with other leaders, movers, and shakers.

I am currently President-elect for AASA Women's Caucus, the political arm of AASA as it relates to women's leadership issues; we provide a national network for practicing and aspiring women school leaders. Membership in the caucus provides a unique opportunity to help to set and direct the agenda because if we do not direct those agendas then things do not get accomplished. One of the things the Women's Caucus looks at as we put men and women on the executive committee is whether they advocate and support their responsibility to expand the significant involvement of women candidates and others who favor having more women represented in and appointed to positions of AASA and other educational leadership positions.

There was a recent study done, commissioned by the International Women's Forum of the Graduate School of Management at the University of California, Irvine by Judith Rosener. Many of you may have seen this study.

What Judith Rosener did was to first solicit information and then interview men and women who were in parallel leadership positions. What she observed was that there is a whole new second wave of women leaders (both CEOs and other women in leadership positions) who characterize themselves as transformational leaders who look for ways to unite people in pursuit of higher needs and goals. What she has found from her study is that to be a leader in the business and professional world today there is no longer an advantage to having been socialized as a male.

Commissioner Castor referenced John Naisbitt and Pat Aburdene, a husband-wife, leadership/authorship team. One of the things they talk about in their latest #1 best seller *Megatrends 2000* is that this is going to be not only the decade of challenge but the decade of women in leadership positions. There seems a natural marriage between the technological society we are in right now and the kinds of leadership skills women bring to the work place.

Judith Rosener goes on to say why we are going to see this new emergence of women in leadership roles. She believes that women may even hold a slight advantage since most of us do not need to unlearn old authoritarian behaviors to run our departments or companies. We have had to learn to coach and inspire to gain people's confidence and, especially, to set personal examples of excellence.

So women managers and leaders have broken that glass ceiling that Commissioner Castor talked about and proven that effective leaders do not have to come from just one mold. We have demonstrated that the "command control" style of managing others, the style that is more associated with tradition, is not the only way to succeed.

Four key findings emerged from this study and are captured in a recent article in the *Harvard Business Review* titled "Ways Women Lead." One of the things that emerged from the study, as they looked at participant responses and related those to management experts such as James McGregor Burns and others, is that men are more likely than women to describe themselves in ways that these experts would call transactional leadership. When

we look at the old style, the "command control" style of leadership, we view it as a series of behaviors and consequences. You do this and that happens. Again, when you look at the new and emerging transactional style of leadership, what you see is how you bring people into the vision. How do you help them see the broader picture and their opportunity to make a contribution and help accomplish that?

The second thing that emerged from the study is that the old style of leadership said that power came from the position and authority itself. Again, what you see in this new leadership of the 90's is our ability to sell and influence people on what is the important vision.

One of the things that we have to look at is what I call the power of the metaphor. I continually talk about it in my district. The metaphor in our district right now is that we must image every single one of our students as graduates. We talk about it all the time. What we measure gets done. Those are the things that get accomplished. That notion is just reinforcing what Bill had to say. He talked about the power of seeing ourselves in those positions in everything we do. What we do is certainly reflected by the fact that we see ourselves in those positions.

The third finding from the Rosener study discusses another characteristic of transformational leadership: the importance of mentors. Many of us in the room have had male mentors and male sponsors. They influenced us by helping us to see our individual potential. They helped us to grow and become better than we really thought we could for that moment. As we think of ourselves in leadership positions, what we have to see is our ability to influence and help people see themselves as leaders in their own right.

One reason there are not more women leaders at the top, whether as superintendents, presidents, or other CEO positions, is that there have often been few models. As I was mentioning to Floretta when I came in, people can very quickly cite the women in prominent positions who were less than successful because there are so few of them. It is easy to pick them out. They forget that there are also many males who have been in those positions who have not been successful. What we have to do is help each other see our potential.

The fourth thing that Rosener talks about is also important. Women generally ascribe their personal power to charisma, interpersonal skills, hard work, and personal contacts rather than to organizational stature, where they are in the organization. Women, as transformational leaders, do not think about organizational charts but through interactive leadership, work through the relationships to accomplish things through others. What we as leaders must do is to actively facilitate the movement of women into educational leadership opportunities, and there are things we can do.

Many of us are in a position to help develop policy and practice. We have to be sure we do that overtly. Bill mentioned Laurey's effort to ensure that the woman candidate was not seen as a token candidate. We need to help people see models of leadership being of both genders. This is one example of a special strategy. We must implement personnel practices that show our commitment. We have to have a stated, written commitment.

On our way to the conference, Sarah Pappas and I were talking about a friend of ours who works in search processes. She looks at applications and first separates them out by gender. They do not even look at the male applicants until they have looked through all the female applications and indicated why the candidate of choice should not be one of these. I am not saying we want to exclude any gender in the application process, but if we are going to move affirmatively toward both female and minority persons in key positions, we have to be sure we allow ourselves to imagine them there because we do not see those same models in the day-to-day work place.

One of the other things we can do is to get language into job descriptions that vary the requirements for previous experience. If superintendent searches required of every female superintendent that she have previous superintendent experience then few women would have the opportunity to apply. Many of my male counterparts have moved into their positions from either line or staff positions and not necessarily through the assistant superintendents' positions. As Bill was saying, one of the things we must do is be sure we are not parties to creating those "previous experience" requirements so that hardly any women or minority can fill that position. We must see tremendous potential in the people with whom we work.

Hiring practices that ensure affirmative action, developing internships, mentoring, and linkage positions where other people have a chance to see what you do are important. Often, someone assumes they cannot do your job because they have not seen what it is like. They have not seen other women in those positions. As leaders in colleges or local education agencies, we have to offer the opportunity to other people because through that shadowing experience they say, "I can do that."

One of my very best friends, now a superintendent in Oklahoma, began her career more than twenty years ago as secretary to the superintendent. She did not have a college degree. As she sat and watched what went on in that office, she thought, "That is not so tough." We have to look at it from that perspective.

I had someone ask me the other day what was the best thing about being a female superintendent? While I had not really thought about it, from a gender perspective I could cite that there are seldom any lines in the restroom.

One of the things we must consider is the fact that when you study leadership styles, there is no one right style. We must be comfortable developing the one that is us, that says, "I know that I know how to do this job, and it does not have to look like anybody else's way." We do have tremendous interactive skills, the ability to encourage. I watch, actively support, and develop women with whom I am working. Again I think that is something we have to do aggressively and assertively, and make time to do it. We have to link. We have to network. We have to mentor.

As we look at what makes this transformational leadership different, I see four key components or characteristics that will become the new requirements of institutional leadership. We are comfortable encouraging participation. The word I use is "inclusive." These leaders encourage participation and see inclusion at the heart of interactive leadership. They work diligently for ways to bring people in and not ways to shut people out either by title or area of responsibility. They demand involvement.

The second component of this interactive leadership is the ability to share power and information. When we make decisions we are very likely to wear them outside for a couple of days to see how they "feel and look." We are comfortable asking those around us if this decision makes sense. For us, it is not a sign we did not know the right answer but an

important part of having people feel included and show that open communication can flow both ways.

Third, with transformational leadership goes the ability to enhance other people's self-worth, to remind them how good they are, and to help them see that greater potential because many of them are walking in their particular shoes for the very first time. We have to remember there is that additional pressure, and sometimes people do expect more of women in leadership. Rather than be on the defensive about it, it is more important to show them that it is just not that difficult. We have the highest standards for all of our leaders.

The fourth key component that women in leadership tend to demonstrate is their ability to get others energized and enthusiastic about their work. I find one of the things I have to do is to make sure that everyone owns and is as excited about the vision for the district as I am whether they are in the P.T.A., on our leadership team, or in our business community. It is critical that we develop an ability to bring people along with us and infuse them with our energy and commitment.

I would like to leave you with a quote from the Duchess of Windsor. "A woman's life can oftentimes be seen as a succession of lives each revolving around some emotionally compelling situation or challenge and each marked by some intense experience." Think of where you are right now. Are you creating a series of intense experiences, making contributions and moving towards that next self that you have the intention of being?

Dr. Heimer: Thank you very much Joan Kowal. Our next speaker is Edward Thaddeus Foote, II, President of the University of Miami. He received a B.A. from Yale University, a law degree from Georgetown University in Washington, D.C., and has had a very interesting professional background, one that I am certain brings many dimensions to his presidency.

From 1981 to the present, he has served as President of the University of Miami. From 1980-1981, he was the special advisor to the Chancellor and Board of Trustees, Washington University, St. Louis, Missouri. He has served in several other vice-chancellor type positions. Also, he has been an associate in a law firm. So, he has worked as an

attorney. He has also worked in the news media, and he has a fine record in the military. He participates in many civic and professional activities, and holds honorary degrees from all over the world including Tokyo, Washington University, and Peru.

He was chairman of the Citizens Committee appointed by the Federal Eastern District of Missouri to prepare the plans for school desegregation. He is also a member of the board and executive committee of the American Council on Education. He is active internationally in many organizations and continues to be involved in the bar association and economic development in South Florida. So, it is with a great deal of pleasure that we bring to you Edward Thaddeus Foote.

Dr. Edward T. Foote, II:

The Commissioner has asked me to talk about my own career. I was not planning to do that. My career was absolutely and utterly unpredictable. I think it says something about positions of leadership and careers and lives in general. Perhaps it says you should not plan too much.

I got out of college in 1959, and I was in the Marine Corps for three years. I was a newspaper man in Washington, D.C. while I got my law degree on the side. I went back and started practicing law in St. Louis, Missouri, with a big firm that had one woman in it at that time. We represented Washington University.

I was asked to go out and be at the University during that terrible year of 1969-70 when everything blew up. Many of you will remember those days; they were tough days. The University became used to having a lawyer around so they asked me to stay and become the first Vice-President of General Counsel at the age of 32. I had been a lawyer for four years.

So, I had a position of considerable interest and responsibility, and I was having a wonderful time until I was asked to go over and be the acting Dean of the School of Law. I had never taught a law school class in my life, and I was Dean of a major American law school not knowing the first thing about it. I had a lot of help from an understanding faculty. We got used to each other, and a few months later, they asked me to stay and be Dean. I did that for seven years.

While I was doing that, I taught the law of equal protection, and I wrote the first affirmative action plan at Washington University in 1970 in the early days of the women's movement. Some of the most fascinating discussions I have ever had in my life were twenty years ago when all of this was just beginning to happen. With some wonderful women and men, we sat around and debated what it meant, what was the problem, what do you mean and why do you say that?

When I was teaching, one of my most interesting students was Phyllis Schlafly. She took my course in civil rights. I will just let that stand. She was an extremely intelligent and very interesting student and not shy. Of course, the course I taught with Phyllis Schlafly in the class was by far the liveliest course in civil rights I ever taught.

All of that led with no good reason to the University of Miami, and I have now had that wonderful job for over a decade. In that capacity, I have worked with many wonderful professional women. I have hired every dean in the university, almost every vice-president, and I am pleased to acknowledge that two of my closest colleagues are here today, Diane Cook, Vice-President and Secretary and Treasurer of the Board, and Dean Carol Holden of Continuing Studies.

In the next few minutes, I thought it would be of interest to you to describe what I am looking for in a leader when I am hiring. It may not all be relevant, and I will not cast my remarks particularly towards women, but I will make a passing comment now and then. This is what I do at the University of Miami.

First of all, when I became a brand new baby law dean, I did not know anything about it. I was in the presence of a dean from another major university who had been in the office for twenty years. I asked him, "What makes a good dean?" Immediately he said, "integrity." I will not say anything more important. I will not hire anyone if I have the slightest doubt about their integrity. I am not just talking about telling the truth or not stealing from the university kitty. I am talking about the kind of integrity that reaches out to make sure everybody is getting a fair shake, that all the information you would want to know is put on the table; none is held back even though technically it could be. The deans and other leaders whom I have seen with deep bedrock integrity do well. People can put up with a lot. What you cannot put up with in an academic institution is a lack of integrity.

Number two, I look for the professional credentials. I am a little skeptical about professional credentials. I have never read a resume I did not like. Nobody puts their worst foot forward. I am willing to take a chance. In fact, I get a kick out of taking a chance.

One of the biggest chances I ever took was a woman. Some of you may know a woman named Dr. Rita Bornstein who came from the University of Miami, a very fine person with a Ph.D. She had been on the faculty in the School of Education, and she is a mother. She had a very interesting career, and in 1982, she decided to go into development work. She had never raised a nickel in her life professionally. I found her to be an intelligent, impressive woman, and I took a chance and made her a Senior Development Officer at the University. Two years later I made her Vice-President for Development in the middle of our fund drive in which we raised $517 million dollars. She took off like a rocket with virtually no experience, but I thought she was an extremely able person. Now she is President of Rollins College. I am pleased to say of the four persons who have left the university to become presidents, two are women. Rita and Pam Ferguson, who was just named president of Grinnell College in Iowa. I take a lot of pride in that.

I look for personal qualities besides integrity. I want someone who is going to work hard. I want somebody I like and other people like. I want somebody who instinctively commands the respect of other human beings, not just their peers or those above them in the so called pecking order, but especially those below them. I want people who care about the smallest, littlest person on that campus. I want somebody who will walk across the campus and call the yard man over and say, "You're a heck of a lawn mower." I have found that pays almost as many dividends and sometimes more in terms of overall human advancement as being nice to trustees of the university. The trustees know I am going to be nice to them.

I want somebody who is a visionary. You do not have to be an Abraham Lincoln visionary. I want someone in the sense of imaging who has a vision of a better division or better school, who can visualize something better and figure out how to get there.

If it is careful planning, so be it. I want someone who is a careful planner and thinker in whatever way makes sense. I have thirteen deans. Each one is different, and

each personality is different. Each one in his or her way is a careful planner. You cannot plan until you know where you are going, and I do not want any little dreams. I do not want anyone at the University of Miami who is thinking small. It is boring, and worse, it is not leading. I want people to think big.

In one of my favorite stories, a war story, General Moshe Dyan, the Israeli leader after the '67 War, said "those Generals were almost out of control. God bless those Generals." That is the way I feel about my deans. They are not out of control, but I want deans who are charging, pushing, scratching, making something bigger and better everyday.

I want someone who cares about students--the beginning building block of the school. Somebody can be all the other things, but if they do not care about students, they should go someplace else. I want somebody who cares about the faculty, who has a sense of the basic integrity of the place, what the university is there for, who viscerally understands the nature of the enterprise. They do not have to be the greatest teacher; they just have to understand great teaching and know how to promote it.

I want somebody who can communicate well. You can have all the vision in the world, but if you cannot get it across, it does not matter. By communicate I mean to not just be able to talk or write, but to communicate in a full sense of getting somebody excited about that dream of how a school can be better day by day.

I want somebody with patience, a sense of justice, and compassion. I want somebody who is fair, who is proud to be at the University of Miami.

I want somebody who is loyal to the institution. By the institution I do not mean the corporation or piece of paper filed some place; I mean his or her brothers or sisters in the cause. I want somebody who believes in that cause who gets up in the morning and says, "How can I help the broader institution. If I am Dean of the Law School, that is great. I will do my best, but I also want to make sure I help other deans because things fit together."

I want somebody with a lot of strength because it takes tremendous energy as you all know, more energy than I ever thought. I never dreamed what it would take to be a college president. You have to be in training to take a job like this.

I want a leader with a sense of humor--end of my remarks.

Dr. Heimer: Thank you very much, Dr. Foote. Representing the Division of Community Colleges, Clark Maxwell could not be with us, so he sent a very able colleague of his, Dr. Jeanne Diesen. She currently serves as Deputy Executive Director of the Community College System for the Florida Department of Education. I do not have her resume, but I know that she is one of the most skilled educators working in the system of community colleges in the state of Florida and well respected. She is an educational advocate of far more than just the community college system. She works well in public education as well as the university system. I just recently had the pleasure of working with her and seeing her compassion and her vision with articulation among all the constituents in the state of Florida. She has done a great deal of valuable network work in that area. She supports programs. She is efficient, and she is happy that she is a Miami Hurricane.

Dr. Jeanne Diesen:

Thank you Dr. Heimer, and just let me say that it is great to be a Miami Hurricane. Everyday I get up and thank God for that!

When I found out I would be doing this panel, I pulled out some remarks I used several years ago when I spoke to a group of women in the American Association of Community and Junior Colleges (AACJC). In reviewing these remarks I realized they really were what I still believe and try to practice so this will be on a more personal basis--things I have observed and learned as I have moved through my career.

First of all, it is very important for women, especially when you are getting ready to make a move in your career, to know the culture into which you are moving. That is a fatal flaw many times with women. Get to know that institution and the internal culture. If it is not a culture you see yourself moving in freely or see yourself being comfortable in, perhaps you should rethink. If you are in a maze and that maze hits a dead end, you have to back up and find another way out. That takes a lot of time out of your career. Therefore, first and foremost you need to really know the culture. For instance, how are women treated? Go anonymously to that campus and spend a couple of days. Find out all you can. It is invaluable to you and may prevent a costly career mistake.

Also, as you move along, remember where you have been. Networking is not just the next level up. It is all the way up and down. I can think of two major places in my career where the thing that tipped the scale was that a member of the support staff had something positive to say. Those are the kinds of things you need to remember. Always remember that networking goes all ways--up, down, and sideways!

Another thing that is critical is that you have to find your comfort level. Get comfortable with yourself. If you are not able to be comfortable with what you are doing, you will not be able to expend your energy in the right areas. You have to know inside what you are about and who you are. There is usually a level of comfort that allows you to move freely and confidently--find it.

Another critical thing as you move up in your career is to find a confidante. You must have at least one. It is essential, and the further up you get the more important that becomes. From my experience I can say that if you do not have somebody you can depend on, you are apt to be in the position of getting selective information. When you put your faith in somebody who selects out the types of information for you, it can lead to what I call the gutting of a leader. I attended the Program for Senior Executives in State and Local Government at the Kennedy School of Government at Harvard where then Governor Celeste of Ohio in a talk emphasized this point that if you do not have someone who can tell you the truth and the whole truth, you are never going to make it. You cannot make good decisions unless you have all the information before you, so have a confidante. Gender is not important, but have someone who is going to be true to you and not pushing their own agenda.

A word about politics. Everything is politics--always has been, always will be. Remember, it is a game of inclusion, not exclusion. That is a fatal mistake that many people make. Do not exclude. Include as many as you can because on your way up you will want to take them all with you anyhow! They are all potential network members as well.

Remember to treat everyone around you with respect. I do not care where they are. You never know when you will see them again, and it is the kind of skill you want to

develop within yourself, a nurturing kind of individual. Treat others as you would want to be treated!

A critical point is to have a clear vision for yourself. Write down your vision. You do strategic planning at your work place. Why should you not do the same thing for your career? The chances of succeeding are much better if you commit it to writing.

Integrate your approach to leadership. You can become involved in many different communities at the same time whether it is an institution, an organization, an agency, or a corporation. The key thing there is to perform, then reach out to another community. You have to be involved in many arenas at the same time, but do not forget the three key words--perform, perform, perform. Do not take on a task if you are not going to perform. That is much more detrimental than if you only take on two or three extra things and do them well. It is like a juggler--keep all the balls in the air!

Listen up: Do not be guilty of doing the things you have criticized in other leaders when you were at a lower level. Oftentimes we say we would not do something, but then find ourselves doing the same thing when we have moved to a higher level. This may say two things: maybe what was being done was not understood by you until you got to that position, or maybe you did not remember what you said at a lower position once you moved up. Do not be too critical until you have been in those shoes. Then when you get there, remember all the criticisms you had and try to put into use all your good ideas.

Two words you have to remember that will make you or break you. JEALOUSY will break you, and INTEGRITY will make you. **Women are brutal to women**, and professional jealousy will kill you quicker than anything else. If there is any in your system, get rid of it whatever you have to do! Integrity, on the other hand, will see you through. Do not sacrifice it for anything because you cannot get it back when it is gone. If you lose it, it is gone forever.

Develop your intuitive skills. You need to learn to use your intuition--that gut feeling. It is extremely important that you learn to rely on that intuitive skill. Develop and hone it because it will keep you in good stead always. The more you use it the more reliable it becomes. Get used to it.

Continue to grow as an individual. You cannot ever stop growing. You have to make checks all along the way. It is okay to make mid-course corrections. You must constantly stay in contact with yourself. I cannot emphasize that enough, for women especially.

What is the total approach to leadership? What is an integrated approach? It is vision; knowing what you want, committing it to writing, getting to your comfort level, moving in a lot of areas at the same time, concentric circles, always helping other people, never being motivated by negative emotions, keeping your integrity, and remembering that it is all a game of inclusion!

In closing, I would like to tell you some important caveats: (1) DO NOT BURN YOUR BRIDGES OR ANYONE ELSE'S; AND (2) WHAT GOES AROUND COMES AROUND--if you send a truckload around, it comes back with momentum. It is important to remember these two points before you try to cross a burned bridge or get hit in the face!

As a last thought, here is my personal definition of leadership: The ability to move ahead without muddying the water so much that no one can see to follow. Good luck and thank you.

Dr. Helmer: I would like to thank the panelists for all their interesting and insightful remarks. Let me briefly summarize a few things that were said so that you can focus on some questions for our panelists. Our first panelist talked about the search process. Our second panelist talked about leadership styles, imaging, networking, and working in a cooperative endeavor. The third panelist had very insightful remarks about leadership. The last speaker mentioned some excellent strategies for success, not only strategizing but also focusing on the power of inclusion. Now we will take questions from the audience.

Question: This is a question primarily for Dr. Foote, but I welcome the responses of other members of the panel. Is the Old Boys' Network a reality, and how do you move from the line of scrimmage?

Dr. Foote: It helps to be a Hurricane! The Old Boys' Network does exist very strongly. It is a fact of life in American society these days. It will exist less and less as the majority of men come into close equilibrium with the reality of gender in American society. When I graduated from law school in 1966, there were five women in my class. In the University of Miami's Law School today, about 45% are women. In the next generation, there will be Old Boys, but there will also be Old Women.

What do we try to do about that when we are searching for a position nationally? First, we do not ignore it. If you ignore the Old Boys' Network, you are ignoring a very powerful source of information. After all, half of the people in the world are men. We hook into schools such as Harvard and Yale, and call them when we are looking for a dean. We also increasingly hook into the other networks to remind ourselves frequently that we cannot close the circle. In fact, it is only the beginning. I like the idea of putting down all the women and minority applications and looking at them first without muddying the water. It is a good way to insist on fairness. We try very hard to hook into networks of women and blacks.

Dr. Kowal: Clearly networks are alive for men and women in educational leadership. There are women who use a network and who also give back in creating linkages to help others develop opportunities to move through and be successful in the selection process. I would also like to add to Dr. Foote's comment on integrity, but I would like to use a different word--congruence. What I believe we need to look at is how we utilize systems, subsystems, and processes. How do we talk about what we believe, and how do we bring it about? When you look at affirmative action, what is most valuable may not be the policy itself but that we truly believe in the value and benefit of diversity of leadership. If we believe that diversity of leadership brings different historical perspective and practice, wealth of contribution, and breadth of experience, then we will create, develop, and support a better organization. The network is there, and you must utilize the benefit of it. There are also a number of people in public and higher education who can help us through the system

to become aware of leadership opportunities. There are numerous people who are a part of the network who also believe that through diversity of leadership you will develop better leaders.

WORKING LUNCH

RHETORIC & REALITY: PERSONAL INSIGHTS/POLICY IMPLICATIONS

Ten groups of approximately thirteen participants each came together for a working lunch. Each group was asked to discuss the subject "Rhetoric & Reality: Personal Insights/Policy Implications."

Our findings are summarized below, briefly by topic and more extensively by group. These summaries made from notes provided by assigned recorders from the Hardee Center for Women in Higher Education and from the reports given by a member of the first eight groups to all participants in a closing plenary session. Each working group had free reign to discuss whatever facets of the theme they wished, but five general areas on which to concentrate were suggested. The guidelines for the working groups were as follows:

Your collective personal experience is invaluable as we explore today "What is" the current situation regarding women in leadership positions in education, "What should be," and "How do we get there?" To guide you in your discussions today, we offer the following questions in five general areas:

1. <u>Educational Life Choices: Who Gets What?</u>

The relationship between student achievement and gender is clear (i.e., female students start out ahead in reading, in writing, and even in mathematics, but twelve to sixteen years later are behind). Women consistently have higher grades in college than men, but they graduate at a lower rate and are less likely to go on to graduate school. Once in the work force, they earn less on the average than their male counterparts, and are promoted less readily. In other words, in the educational world, women start out ahead but fall behind. **You did not. Why not?**

General Responses Among Discussants:

Strong female role models, including mothers, teachers, and mentors, were extremely important. These women went against society's (and sometimes their own family's) assumption that women could not have both a career and a family. Participants developed a competent self-image and learned how to rebound from failures. They also learned to take more risks than most women.

2. <u>Socialization for Success: Does It Happen?</u>

Experts stress that the socialization of twelve, sixteen, or more years of the "hidden curriculum" of schooling, child-rearing, and peer group contacts cannot be shed. The dynamics of group interaction in institutional settings are often glossed over as constituting barriers to women's influence and advancement. **Has this been true for you and your female colleagues?**

General Responses Among Discussants:

Men grew up with the team ethic learned from sports. Team sports also taught men to lose and pick themselves up again. We need to get our daughters involved with team sports. We also need to catch up with men in the area of mathematics so we can build power bases in budgeting and fund raising. If women want to have power, they need to cooperate. It is very important for women to network and for women in power to mentor women who may soon rise to the top.

3. <u>Career Paths: Accident or Choice?</u>

Conventional wisdom holds that women think about how they serve the occupation, rather than about how the occupation can serve them (i.e., how to serve competently in a position, rather than how a position fits into a career path). **Does this accord with your experience?**

General Responses Among Discussants:

Many of the women felt they came into their positions through well planned accidents, what men would call good timing. Some started out in lower level positions and stayed around until they had the most seniority and were promoted; others carefully planned their careers. All felt that they had always worked very hard in their jobs. They have to make compromises in the areas of personal and family life by remaining single or childless or by having atypical marriages. Many felt place-bound because their husbands' careers were perceived as more important than their own.

4. <u>The Personal Dimension: What Attitudes Help or Hinder?</u>

Profiles of successful women administrators suggest that the major obstacles in professional paths are: (a) a scarcity of opportunities for promotion, (b) an occasional loss of ambition to move higher on the career ladder, and (c) a recurring sense of the high price of a commitment to professional success (i.e., loss of time for leisure and for sustaining and building personal relationships, and continued peer pressure to perceive these as "losses"). Thus, women are continuously vulnerable to pressure not to succeed. **To buck this pressure, a set of personal attitudes is required. What are they?**

General Responses Among Discussants:

Characteristics these women shared included integrity, risk-taking, caring, self-esteem, and directness. They suggested knowing what one wants to achieve and working tirelessly to achieve it. Many pointed to the necessity to make time for one's self as well as the institution. There was agreement about the importance of researching and being prepared for opportunities and of being unwilling to listen to the people who suggest they cannot succeed.

5. <u>Setting Policy Directives: What Might Work?</u>

Current policies, framed by various sets of quantitative data, are not working well. Qualitative discussions may hold some answers. **Can the Commissioner use the insights**

generated above to find new ways to set and direct equity policy? If so, how? If we must count (and we must), what should we be counting?

General Responses Among Discussants:

The groups all agreed that the Roundtable should become a yearly event. Possible adaptations include adding a follow-up, conducting the Roundtable regionally or by teleconference, or adding women from sectors beside education so that the small groups can network beyond the education community. The Roundtable concept is also a good way to identify qualified candidates for positions. Recruiting needs to give more emphasis to minority candidates and be conducted in the sunshine. The Commissioner should identify women in mid-management.

Specific Comments from Group 1:

Early socialization was pivotal to the success of the members of Group 1. They were inspired by role models, had courage, perseverance, a competent self-image, and felt they had mastered the art of diplomacy and polite confrontation. Women need to find support groups and should be wary of complaining. A common philosophy was, "I think I can, I think I can."

They identified a number of barriers to their success; the "rules of the game" were often incompatible with women's lifestyles. These barriers included lack of mobility, the Old Boys' Network, and the insistence of athletic departments and area businesses on dealing with men. Despite the advances that have been made, women are still being called by pet names, asked inappropriate interview questions, and introduced as the "token woman." Men's advantages included early exposure to athletics and to the skills involved in fund raising.

Bill Shade's emphasis on packaging and imaging, not ability, made this group uneasy. The main policy recommendation was to conduct interviews in the sunshine. They hoped there would be more meetings like this.

Specific Comments from Group 2:

Female role models helped members of this group. Many grew up not knowing they could work in certain careers; now they feel the need to play "catch-up." Some were told the boys in the family could go to college, not the girls; many of the women of a "certain generation" were expected to marry or go into traditional fields. Education was o.k., but a career was not. Even those whose parents paid for education discouraged them from getting further education in traditionally masculine fields like law. Women were expected to learn shorthand and typing to have something "to fall back on." Group 2 wondered if this mentality has really changed.

The first years in school are critical because education is crucial to advancement. Math and science teachers are still primarily men, which affects girls' choices, but this is slowly changing. Soon there will be more positive role models as more women go through graduate and professional school. It is important to help young girls gain positive self-images.

The salary disparity between men and women is discouraging. The women in Group 2 found their jobs through recruitment, career counseling, and career planning classes. They said that one has to work really hard in one's current job to get promoted and that timing was essential. Sometimes just having kept the job for a long time yielded them a promotion. In other instances promotion was accidental, but "a man would call it timing and would never call it an accident." A good mentor was extremely important as was a trusted friend. Bringing one's own team along was also a help; one should not allow toxic people to poison the work environment.

Women are sometimes their own worst enemies. We tend to personalize problems, but perhaps that will be an asset to new ways of management because we tend to put the locus of responsibility on ourselves. Successful women tend to have a short attention span so they get bored easily, and they enjoy program building, team building, and inclusion management. "Total Quality Management" is the new style of management, but the problem with it is that one is either high level creative or a low level production worker; there is no middle ground. You have to realize that you should be all you can be, but you cannot have

it all. Career and family need balance and compromise, but men have to give up far less than women.

Policy changes recommended by Group 2 include having the Executive Director and the Chancellor issue report cards from the community college and university systems about the recruitment of women; there should be incentives for a good report card. They also felt that mentoring and networking should be encouraged. Women can function as an effective bloc to build their personal power bases as well as cultivating the careers of others.

Specific Comments from Group 3:

This group thought that encouraging women to use mathematics was an important early step; math becomes crucial in the important areas of budgets and fund raising. They suggested that women in education network beyond their profession to meet other leaders and get involved with the community. Women need to cultivate their sensitive and caring attitudes. They need to change the image of what a career woman is. The current public perception, supermom vs. bitch, is far from reality and does not consider the fluid nature of societal ideas.

The major policy recommendations of Group 3 included trying to get more women appointed to boards, encouraging the mentoring and promotion of previously ignored administrative and secretarial women, and encouraging the mentoring of young men who have been brought up very differently than their fathers as well as women on the professional track. The Roundtable should become an annual event and include women leaders outside of education.

Specific Comments from Group 4:

Mothers who were professionals were the best role models. Parents brought group members up to believe that they could succeed and that they were special. They derived self-esteem from this. College education was seen as crucial. Good teachers were an inspiration. The minority women credited historically black institutions with giving them positive minority role models.

Group 4 felt that unfortunately, most girls were socialized to be less than they could be. They were not given opportunities for graduate assistantships and fellowships because of their gender and or race; most did not even know the chance was there. These women had also felt a lot of pressure to get on the "mommy track."

Many group members were recruited for jobs. Being "place-bound" was an obstacle to advancement. The traits that did help them get ahead included risk-taking, a thick skin, good self-esteem, integrity, and the ability to lose graciously. They also learned to redirect some of their energies into areas outside of work. A few group members have become less ambitious and feel the wish to be number one is more a male trait than a female one. They feel that they have enough to do and do not need any more.

Group 4 believed that policies could be improved without monetary cost. Bosses can be encouraged to show care for their staff; teachers in the school system could be given more autonomy. Middle managers could be given more support, and women should be tracked into middle management. The Roundtable should be followed up in some way, perhaps regionally in smaller groups, or via teleconference. The Commissioner can encourage training opportunities (i.e., internships and shadowing programs) for women in education.

Specific Comments from Group 5:

Some women in Group 5 felt that early socialization made it hard for them to vocalize their goals. They have found that because women are evaluated differently than men, different interpretations are made when women and men do the same thing. This group has learned not to listen to the people who tell them they cannot achieve their goals. They advocate researching and preparing for positions. They have also learned that one of the ways to build a power base is to include others in one's rise, by mentoring and bringing along subordinates, and spending time with these future leaders. They spoke of the value of directness, and giving straight answers, acting on your intuition and going to all levels for information. Mobility is a must when pursuing a presidency.

Women who are willing to take risks can act as change agents because they are not as tied into tradition as men, and therefore they can push the men to take risks. Because

many of the participants started out as educators, they have been better able to communicate their vision. One of the reasons women are not perceived as risk takers, even though they are, is because women who are good communicators can clearly explain and educate supporters about the risks; thus, risky situations seem less threatening. Group members made personal choices to succeed, sometimes inspired by role models who had made these choices.

The group recommended new work arrangements that would better suit women's lifestyles, including job-sharing and flex time. Affordable, high quality child care is a big issue. They were concerned about the fact that many top positions require previous experience. How does one acquire "previous experience?" They have found that when women achieve an "acting" position, they often have to carry their old jobs as well. Training needs to be intensified.

Group 5 recommended training institutes comparable to the one at Harvard here in Florida. An internship/apprenticeship program with meaningful work could be instituted, and the Commissioner should also conduct training sessions statewide for the men who are working with women to sensitize them to women's needs and styles. The theme for one year in the Florida education system should focus on career development. The movement should come from the Commissioner herself. There should be more meetings like the Roundtable, possibly annually.

Specific Comments from Group 6:

The members of Group 6 felt they could have helped Sister Jeanne write her book, *We Know We Can, We Know We Can*. They concluded that they are risk-takers. They do not fear failure. They have learned to trust themselves enough to follow their intuition. Jealousy of other women is real, and may impede career advancement. Group 6 advocated organizing groups of women administrators to meet informally to discuss and shape from within organizations. Building cross-sectional groups across the organization could take care of the jealousy issue, improve communication and sharing of information, and help identify more qualified women for positions.

Because men could be easily alienated by female networking, women should also facilitate communication between men and women. A women initiated, male/female group could lower the barriers, build understanding, compensate for the lack of trust, and help build a consensus among all administrators in education.

Group 6 believed the directory will be valuable as a tool to identify qualified candidates. They were appalled to see how large the salary disparity is between men and women. They hoped the Roundtable would be repeated regularly.

Specific Comments from Group 7:

The members of Group 7 felt that if a woman wants to succeed she needs to have not only technical experience but also integrity and the ability to choose her battles carefully. She must be focused but flexible, listen well, have a positive self-concept, and really know what she wants. She must know how to work with people and should not be afraid to hire someone with a lot of experience. The more confidently a woman acts the better she is perceived as being.

Women and minorities benefit from serving on committees, which are opportunities to mentor others; they must take advantage of every situation that might get them promotions or job offers. "Sidewalk conferences" are the best sort of networking. Because women have to juggle the dual burden of career and home, they have to learn to prioritize so their choices benefit both themselves and their institutions. Men seem to be taken care of better in the industry. This group wondered whether men get better golden parachutes? Women lose differently; they internalize when men would externalize. In the budget crisis, the group wondered if women would suffer more because people would think a woman would be more understanding about budget cuts. This Roundtable helped the participants in Group 7 know they were not alone.

Specific Comments from Group 8:

This group concurred that their upbringing and background have been instrumental in their success. They noted the cold reality that women still make lower salaries than men most of the time, but felt that women stand a better chance of salary equity at higher levels.

Group 8 stressed the importance of self-confidence, and believed that being aggressive may help one to be more diplomatic. The participants in Group 8 were appreciative of the "significant others" in their lives, including parents and teachers, and felt the need to be the "significant others" in young women's lives, encouraging those willing to pursue non-traditional subjects like mathematics. They note that women missed out on what men learned as little boys through sports and need to learn to strategize and compete. They need to learn how to negotiate for higher salaries, by knowing the value they would bring to a particular position, knowing what others in similar positions make, and standing their ground. Women also need to learn to speak up in male dominated groups.

Many in the group had created jobs for themselves. Broad experiences rather than narrow goals and vision worked best for them and gave women a better chance for appointments. Women often have difficulty climbing the ladder because they have deferred to their husbands' careers or have taken time off to have children, etc.

The group believed that many women are afraid to take vacation time, but need to learn to have faith in their staff. Group 8 believed strongly that female managers can institute an atmosphere that supports the importance of family.

Policy implications the group considered included giving women more statewide exposure as leaders, and the development of internship opportunities with organizations at high levels of leadership, such as the Department of Education.

Specific Comments from Group 9:

Members of this group talked about their individual backgrounds to find consistencies in their experiences. The group found major sources of support from parents, spouses, and teachers. Many were determined to do well but expressed that their career path had been more or less accidental. Most knew that they were interested in education, not necessarily administration. They learned to set priorities and goals. The group believed that most women do not tend to establish career goals but simply let things happen.

The major hindrance to success was felt to be feeling place-bound by their husbands' careers. Success should be defined individually because a woman's highest aspiration might not necessarily be a presidency. The group members felt women should not feel guilty

about their career choices, whether a presidency or an administrative or teaching position. Self-confidence, values, and integrity were regarded by the group as important.

Specific Comments from Group 10:

One group member did not know until she was older that men thought they were better. Positive female role models, particularly working mothers, helped the group members to develop a positive self-image. They always assumed that they would be professionals, and most worked from a very young age. Attending a historically black college was important for some.

The participants in Group 10 have had to make many compromises as career women. Whether to get off the fast track and find a man, to never marry, to experience a commuter marriage, or to have a stay-at-home husband to take care of the kids were some of the questions they had faced. Some had grown up believing their life as independent people would be over when they got married; others had always known they would take care of themselves. Each had found that there had to be an appropriate mix between career and personal life.

This group wished they had participated in team sports as children because they would have learned to fail earlier. Learning to live through a smashing failure and rebounding was one of the most important lessons they had learned as they progressed up the career ladder. Team sports also taught men to think always of the team first. Women do not think of the team often enough and need to learn. Those who have tried to get their daughters involved in team sports, however, have found there to be surprisingly few teams that will let girls play.

There are still barriers to women's advancement. Policy decisions are still being made in the men's room. In fact, they often wonder what all the advances they made in the seventies mean because there seems to be a reversal now, and today's young women are so conservative. They fear for the future.

MOVING TO THE TOP

Sister Jeanne O'Laughlin

Dr. Catherine Cornelius

Commissioner Betty Castor:

Sister Jeanne O'Laughlin, whom many of you know, and I have something in common. In fact, most of us here have something in common in addition to our sex; we began our careers as classroom teachers. Sister Jeanne's career has spanned the gamut from superintendent to professor to administrator to Chief Executive Officer. She received her master's and doctoral degrees from the University of Arizona, and her B.S. at Santa Heights College. She has served on many, many boards and committees. She has been the token representative on so many she probably cannot remember them all. She recently represented private colleges, the group we call the Independent Colleges and Universities of Florida (ICUF), before the Governor and Cabinet and told them in no uncertain terms we cannot continue to build an education system if we do not have some dollars to invest in this enterprise. I asked her to be sure to talk today about some of the things she has done to raise money.

Cathy Cornelius also has her roots in the classroom and has enjoyed a career that looks like a model of how women would like to advance in educational leadership. She is a little different from some of the rest of us because her community college presidency is right in the middle of a rather rural area. She was not hired by flagrantly liberal trustees. It would be interesting for her to tell us how she has managed that narrow walk. She has devoted all of her twenty-eight year career to Florida public education and most of it to the community college sector where she has been a postsecondary instructor, program director, dean, vice-president, and now president. She is a Florida native. She has the distinction of being the first woman in 49 states and Canada to be invited to join the Rotary Club. It is a special treat to present Cathy, but first we are going to hear from Sister Jeanne.

Sister Jeanne O'Laughlin:

I have been President of Barry University in Miami Shores for ten years. It is very interesting as I reflect on those years: what I thought it was going to be, and what it turned out to be. I arrived in Miami ten years ago, at a little college with 2,000 students and a budget of about $6 million. The riots had just occurred in Miami, and we had lost 150 students. We had a deficit of $500,000 and a potential deficit of $1.5 million, and I said, "Geez, should I kill myself or what?"

I sat down with a few people, one of whom was Tad Foote who had just come from St. Louis. He said, "Jeanne, what is the first thing you are going to do?" My answer was, "The first thing I am going to do is to clarify the mission, make sure I understand it, and make sure I interpret it to anybody who will listen to me."

We went into a president's conference, and we talked mission and purpose. If there is no mission or purpose for an institution, slam the door shut, put a lock on it, and put a "for sale" sign on it. I began to see the only survival for us was to be a mission driven institution.

If any of you had been to Miami Shores, you know that Barry is a beautiful institution with a wall around it. First, the wall had to psychologically come down. We had been serving mostly elite students, but now we had to get into the community that surrounded us. Finally, I realized that our mission was real and could be adapted to new needs. It was not enough to believe in that mission, but we had to go get some support for it. Today we have 6,700 students, 44% of whom are minority. Our budget is $42 million, and we have an accumulated surplus of $2 million. Why? Because the mission of Barry University is alive.

In the State of Florida, we must make a commitment to higher education and bring forth institutions that meet the needs of their communities. What attracts life is life. If the institutions are viewed as being alive, they can attract the resources to do what we need to do through the unique missions of each one of our institutions whether they be rural, in the capital, or in the inner city of Miami.

If you think you have had problems as a woman, cheer up! I have been a nun for 46 years, since I was fifteen. My name was Sister John Anthony. In 1968, I won the "Man

of the Year" Award at the University of Arizona. So if you think women today have problems, I have had real problems.

When I first arrived at Barry, they called me Sister Present. I was present at everything. I talked to the Rotary. I talked to the Periwinkle Club. They said I would go to every opening to which I was invited, even the opening of an envelope. I was everywhere! I had a real fancy job description with a little line that said, "renovation and construction of new buildings, balancing of the new budget, visible to outside constituencies, seeks to continue fund raising." I knew that scrimping on the budget was not going to do it. Raising tuition was not going to do it. So I said one day in my holiest of ways, "Hey God, this is your institution. These years being celibate have got to pay off. If this thing is worth doing, help me. It is not my mission; it is yours."

If you know anything about Miami, Miami fund raises through dinners and balls. One night I was at a ball, and I sat next to Henry King Stanford, former president of the University of Miami. People had been saying to me, "You are like a female Henry King Stanford." I looked at this stately gentleman, and I told him I needed to raise money. Up to this point, I had sold chocolate bars and Christmas cards. You do not build buildings with chocolate bars. So I asked Henry King if he had any ideas. He said to me, "Well, I didn't know the way either. I can tell you one thing, I waltzed more widows around the ballroom in Miami than anyone would ever believe." (He then taught me the Conga.)

That discouraged me a little more; I could not pull that one off. So I said to myself, "Self, if he can be creative and waltz, what can you do?" With that, another man at the table said, "You remind me of Henry King Stanford. I bet him a million bucks he wouldn't row across the lake in his underwear." Now, I thought, we are getting closer. The man went on, "I'll bet you a million dollars you won't stand in a white silk dress and sing 'Don't Cry for Me Argentina'" [from the musical *Evita* by Andrew Lloyd Webber]. At last, I thought, we are right on target.

Now, I do not sing. I have been chanting Ave Maria's all my life, but all of a sudden "Don't Cry for Me Argentina" looked really good. I got the music department to put the words on a tape. Every morning I would say my morning prayers. I would make my meditation, and I would sing that song. I did that from November through April.

In April, I was invited to go to dinner on someone's yacht. I asked the host who would be there, and he mentioned the man who had bet me a million dollars. Then I asked what the entertainment would be. He said he did not have any. I said, "You've got it now."

I took some young students, and we went on that boat. I put on a white dress and a rotten old boa. When I got up to sing, those students literally held me up, and I sang "Don't Cry for Me Argentina" and made a million dollars from the man who bet it, and the man who invited me threw in another $500,000. That started our capital campaign.

I still do not know how to fund raise, yet I have raised $73 million. In forty years, Barry had not raised a million, and in ten years, we raised $73 million. I have not waltzed anyone around the dance floor, but I have sung for $6 million and pleaded and begged for Barry.

What I have learned is boldness, bold vision, the art of interpreting yourself to public after public after public. Succeeding in the mission. Giving to this society and this state the quality of students it needs. Raising up people. Fighting for people's rights. Somehow not letting the little bit of power you have, for so short a time, dissipate without your having said something to the world. Making one bold slash of your term.

There are two institutions founded by women in Florida: Bethune-Cookman and Barry University. Bethune-Cookman had one woman president, the founder, followed by all male presidents. Barry is the one institution in Florida that has a continual history of women presidents, and I am proud of that.

We were a single purpose women's college until 1975. Now we are 44% male. I always forget that our students are he's and she's. To me, they are just marvelous human beings who want to make this country better.

The mission is alive. When you get ten years of presidency behind you, people start asking you what was the best thing of those years and what was the worst thing about your ten years. The best thing was people; the worst thing was people: learning how to deal with them, not letting them beat you down, not letting them ignore you when you are the only woman sitting there, being bold enough to say "yes" when they tease you about the fact that you should volunteer for the Orange Bowl Committee.

Part of it is stupidity too, as when Elvah Chapman, the CEO of Knight Ridder, called me up and said, "Sister Jeanne, we have had a meeting of the non-group" (I thought he said nun group), "and we want to invite you to join." This is a leadership group in Miami, and they are a powerful group. At my first meeting they raised $6 million, and I sat there hoping they did not see me gulping and lusting in my heart after the dollars. You must have the courage to sit there because if you are going to be a leader in education today, you must be courageous.

I have given you two C's. You need Courage, and you have to be Creative. You have to look at things in more than one way. There are no set patterns for any of us. Your presidency will be totally different from the one next to you. In your creative response, believe that you can respond with the courage to overcome people who are constantly saying you can't do it, you can't do it, you can't do it! I feel like I wrote *The Little Train That Could* [a children's story]. I think I can. I think I can. Women must walk through this educational arena saying, "I know I can! I know I can! I know I can!"

Creativity, Courage, and there is one more "C": Commitment. If you do not have the commitment for the mission of the institution you are seeking to serve, and you do not have the commitment that is going to be needed to fill that role, forget it. The energy level that you need is the irrational response of commitment.

I think I have made my name in Miami. I do not know if that is good or bad. I know the mission is right, and I thrill every May when those students walk across that stage. There were four hundred total graduates in 1981, thirteen hundred this past May. Success, not in me but in the feet of those young ones that walk through Central and South America, but more particularly, those who walk in Dade, Broward, and Palm Beach. There I am successful, and you dare not challenge me.

I am getting so good at being bold; I was at a restaurant the other day when a man came up and asked, "Are you Sister Jeanne of Barry?" I said, "Yes I am." He said, "Well, you know, my father just died. My daddy loved a song. Is it true you sang for money?" I said, "Yes." He said, "I will give you $250,000 right now if you can sing my daddy's song. It is called 'Redwing'" [a song from the early 1900's]. A lot of you do not know "Redwing." But out of my five-year-old past came "Redwing," and I sang seven verses. That is the latest

edition of Barry University's capital campaign. It is not the traditional story women tell, but is one woman's story--mine!

Dr. Catherine P. Cornelius:

There is nothing so much fun as being in a meeting with Sister Jeanne. She and I have the pleasure of serving on the board of Florida's most carefully pronounced acronym--FACU, Florida's Association of Colleges and Universities. We do have a good time.

I am also glad to be here with all of you and with our great Commissioner. We need to stop and think a minute of how proud we need to be of Betty Castor. We got a little discouraged at my luncheon group meeting, talking about how we seemed to have lost the momentum of the 70's and 80's. But then we remembered that we have an elected Commissioner who is doing a marvelous job. At least 51% of the people are voting correctly. I did not say right; I said correctly. We have elected superintendents, proving we are getting ahead, and you, Betty Castor, are such a wonderful example for all of us. We are all proud to be associated with you and have you as our leader.

I will confess I had a bit of trouble trying to decide what I wanted to say to you today. Talking to a group of young people is fairly easy, but when you start talking to seasoned veterans like yourself, and you are the movers and shakers out there already, you have already heard a lot of things. You heard some wonderful comments this morning. Some ground needs to be covered again and again just as reminders and refreshers. I also want to share a couple of new things with you. The Commissioner encouraged all of us to consider our own personal experiences as valid and to share them. I appreciate that. Things that worked for me may prove helpful to others, if only as possibilities. Many of my comments today will be drawn from personal experiences or personal perceptions. I ask you to accept them as just simply that: one person's perspective on a very involved subject.

Since our broad topic today is equity and women in educational leadership, I have decided to spend some time talking to you in marketing terms. Let us talk about product development; our product is women as leaders. Let us talk about marketability, the ability

to climb the promotional ladder. Let us talk about market share, the number of women leaders compared to the number of men leaders based upon the available pool.

Let us start with market share. In absolute numbers, women have a very low market share, but have we not made terrific progress? As recently as 1983, there were no female college and university presidents in the public sector in Florida. Sister Jeanne was already there leading for us. Male commissioners, male deputy commissioners, male chancellors, male executive directors, male presidents, male vice-presidents, male deans; that was the norm. I think I was the first female vice-president in any Florida junior college.

Please understand I am not saying we can become complacent now. I do not think we can. We have made some gains, but I think we also need to be realistic and realize there are a limited number of top jobs available with an immense pool of people, both male and female, competing for them. I do not want us to ever start feeling sorry for ourselves and give up and quit. There are more men in the pool than women. More men have been paying their dues longer, competing for promotion, and men are also being disappointed when their careers stall out.

When you get back home, look around you at all the men on your campuses who stalled out somewhere along the way, and try to figure out what caused them to stop. You will pick up some very good clues if you do that. For every woman who reaches retirement before fulfilling her career goal, there are probably thirty or forty men in the same boat who also did not happen to be in the right place at the right time.

The cream will rise to the top. We all know that. Sometimes other factors get in the way and churn up that milk and prevent all the cream from going all the way to the top. Do not ever give up the fight. Competition is going to be out there. You need to be the best one there is with the most important qualities for success at the right time. If you do not make it the first time, the second time or the third time, keep on trying. There is a big pool. You can be successful.

Let us switch to product development--women as leaders. Every one of you can put together a critical list of "to do" strategies for building a great product. I am not going to rehash that list. I am going to concentrate on some of the factors that are more critical for

women than for men. The critical factors I have selected are not in any particular order. They are just things I have experienced or have noticed in others that are potential pitfalls.

The first one, overcoming doubt, is much more critical for women than men. I am talking about both personal self-doubt (Am I up to doing this?) and doubt by others that you can do the job. Think about it psychologically. Men and women tend to be much more generous in their expectations for men than for women. A man might get promoted from faculty to director, skipping the department chair level, because we expect that he will learn what he needs to know, but we would be more comfortable with a woman who has proven herself step by step: faculty member, then department chair, then director. I do not know why we do that, but we do.

One of the greatest things that ever happened to me occurred at Seminole Community College. Our president at that time was Earl Weldon. Seminole was not an institution that did a lot of staff development. On this particular occasion there was going to be a team on campus to do some training, some introspective work. They gathered together a group of young men. The president asked me, the only female, if I would like to sit in on this group. I did not know what the group was supposed to do, but I was always game to do anything. That is one thing you will learn--always be game. Volunteer for everything. That is how to learn.

I joined the group, and they had all the chairs in a circle. I still did not know why we were in there. We started going around the room, with each person telling one group member what they looked like and where their career was going to be in five years. They would say, "Jim, you look like a distinguished administrator. You are probably going to be a dean or a president in five years." Then they would go to the next one. "John, you look really great. You are probably going to be director of such and such or a dean." When they got to me, they would say, "Cathy, you are a great language teacher. You are going to be a marvelous language teacher for the next twenty years." That shook me to my very core. For every one of the group who were faculty, the leaders envisioned great promotions. Nobody was going to stay in the faculty. When they got to me, their expectation was that I was going to continue being a great foreign language teacher.

That was not my vision for me. I knew I was a good teacher, but I wanted more. I figured it was my fault. Maybe I was sending out that message. I am glad I figured it was my fault. If I had figured it was their problem with perception, I never would have done anything about it. Instead, I figured it was my fault, that I was sending out a message that I was going to be content doing the same thing for the next twenty-five years.

So, I laid a plan to attract attention to me. I started getting involved in the Chamber of Commerce, opening a business on the side, and other things that called attention back to me. I started my own P. R. campaign. Then things started happening. I was offered opportunities to prove I could do as well inside the institution as I was doing outside. It was critical to my success to be shaken like that, to realize that everybody's perception of me was that I was going to stay there forever, rooted.

Another thing that is more crucial for women than men is broadness of experience. When bosses hire people for high-level jobs, they want someone who will hit the ground running, not someone they will have to spend a year or two training. A woman is much more likely to win a promotion if her track record on a broad range of experiences is excellent, and she is a good fiscal manager.

Let me tell you about what I call the "75/125 Cornelius Rule for Success." Consider those people who do 75% or less of their job description. What do you do with them? You fire them; they are a drag on the system. If they do 125% of it, you promote them. People who do 76% to 124% are stuck right in the middle because they are doing exactly what you hired them to do. If you move them, you have created a problem for yourself. You have to fill the position again. Do more than 125% of your job; get in that experience, lots of experience, all kinds of things. Make sure you know a budget. Make sure you can talk about budgets.

Another obstacle for women is what I call overcoming fluff. It is possible to be too pretty, too sweet, or too feminine to be taken seriously. Attractive, yes, stylish, yes, confident, yes--that is great. Sexy, little girl, or vamp will hurt because it detracts from confidence. Too much eye shadow, dangling earrings shift the focus from your brains to somewhere else. Pat Shroeder was asked how she managed to be a wife, mother, and still

be in Congress. She replied she had a brain and other parts, and she had learned to use them independently. We all need to do that.

A fourth concern particularly important to women is the ability to overcome natural internalized reactions. This one has had major significance for me. I was raised a Southern lady with a capital "S" and a capital "L." Frankly, I still have trouble using the word "woman." You may notice a lot of times I substitute the word female for woman. In the back of my brain where my mother did all her engraving, "woman" is the opposite of "lady" in my vocabulary.

The lessons learned at my mother's knee regarding ladylike behavior are sometimes diametrically opposed to survival skills in the workplace. I will never forget, "When you are going to play tennis with Johnny, Cathy, do not beat him. It is not nice. Do not win. Let him win." But we cannot always let the men win when we are better than they are. We cannot always wait to be spoken to. We cannot always cater to the male ego. It is very difficult to lead from the middle or back of the parade. A leader has to be out in front. I still today fight my compulsion to serve coffee to my male guests. There is something within me that says, "Get up and offer them coffee. Your mother would want you to do that."

Notice the words "compulsion to serve." Compulsion is a deep internalized need. Serve means to wait upon, to cater to, to subordinate. Compulsion to serve is an internalized need to be subordinate to men. You have to fight that. Most of our old values are valid, even in the workplace, but there are some we have to watch. The days are really gone from our society where women earn their keep through subordination. We need to make sure we are not teaching our little girls these days to be subordinate.

Number five is gaining command of an audience. Did you ever say something in a committee meeting, offer a solution, perhaps, only to have everybody nod and go right on? Then, two minutes later a man says the same thing, and the group says, "Oh, what a genius! Why don't we do that?" Ladies, there is something genetically wrong with male hearing. There is a cultural bias in which men cannot hear a woman's opinion. We have to keep training them by offering succinct, clear comments, right to the point. The worst thing we can do is say, "This probably is not any good" or "This idea probably won't fly" or "I do not

know much about this thing." Do not deprecate what you are thinking. Say, "I have an idea, and I know it will work." Be positive. Have your facts and do not ramble. We need to turn them on and not off. They have been hearing their mothers forever and their wives talking to them all the time. If they do not want to hear, they just tune it out. You have to get through that.

It is important to keep your personal goal realistic, on target, incremental, and selectively shared. If a ninth grader came into your office and said, "I'm going to be a brain surgeon," you would say, "fine," or you might pat her on the head and make sure she is in the right curriculum. You really are not ready to run out and put any money on it because in ninth grade, brain surgery is a long way off. The same thing happens with us. If you are a young faculty member and say "I want to be president," and you name the institution, you have set your goal too far ahead. You need to set goals two notches above where you are now.

Determine to be the absolute best at whatever you are and understudy your boss's job at the same time. Promotions occur when you are perceived to have mastered the present position and are ready to step in the next one knowing most of the answers.

I never started out to be a college president. I was going to be a teacher. I then got to be a department chair, then director. Finally I realized that the thing to do was to learn everything my boss did. It worked every time. My boss moved up, and I was the ready candidate. If you want to be the dean, start dressing like one, acting like one, talking like one, playing the party line, learning everything you need to know, and then you will be the obvious choice when the position becomes vacant.

Another thing we need to do is develop clear, acceptable management styles and get other people to accept them. Women lead differently than men. Men lead in a straight line, down the organizational chart. The president will talk to the vice-president. He will go tell the dean who will go and tell the director.

Women lead in circular designs. Think of the solar system--the sun in the middle and the planets around it. Men see themselves as the top of the pyramid. Women see themselves as the middle of the circle, and we can reach across lines. I am the sun. Here comes Mercury. I let Mercury go by and grab Venus to come in and talk. A male does not

do that. A male talks in order. You have to make your leadership style clear to all your male employees because if you do not, they are going to get intimidated. We also have to be clear in our direction because we tend to be softer, and that can lead to confusion.

I have learned two things on this general subject as president. One is not to express the desire for something unless you really want it because someone is going to try to kill themselves to get it for you. The other thing is to speak clearly. Do not say "It would be nice if you did so and so" because a lot of people will not interpret that as a direct order. Say "I want you to go do this." "It would be nice" indicates you are not very serious about it. You have to set up the style with which you are going to work. I bring my staff in and tell them this is the way I like to work. I like to be collegial. "I would like to suggest things to you and have you carry them out, but if you cannot take suggestions, I would be glad to give you direct orders. You decide what you want."

We need to be willing to pursue, take risks, and know our own personal limit. The next position you have your eyes set on is probably not at your institution. You will probably have to move. A rule of thumb is one promotion within an institution and then out. You cannot keep going. You lose credibility. I was a faculty member at Seminole Community College. I got one promotion. I could not get another promotion. It was not impossible, but it was not smart because of all those faculty members I started as a faculty member with; there is no mystique about me. They know me. They ask each other, "How come she is so much smarter than we are? I remember when she was not any smarter." You have to move fifty miles away to get that mystique. The new group does not know all your bad habits when you get there. If you are place bound for some reason, set realistic goals.

Do not apply and then wimp out. If you are offered a job, it is a killer to turn it down. Do not ever apply for a job if you are not ready to make that commitment immediately.

Top jobs require a strong communication of vision, as Sister Jeanne has told us: leadership rather than managing. A lot of people are good managers, but they are not necessarily good leaders. Managing is keeping together what is already there.

I got my present job by selling a vision of what could be. There were 155 applicants for the presidency of South Florida Community College. The institution at that time had 1,100 FTE and a budget of about $4 million, three counties, 2,400 square miles service district, 100,000 population, a board of nine, predominantly citrus growers, Baptist belt, rural, 5% of the people in the community had a college education, and 35% had no high school diploma at all--an interesting, conservative area. A pool of 150 applicants was narrowed down to 20, and I was still in the pool. They narrowed it down to ten. I was probably the most surprised of all the candidates when they called and offered me the job.

I had learned everything there was about that institution to know. I had come here to Tallahassee and gone through their budgets to see where they were putting their priorities. I had gone on the campus and toured everything secretly. I had taken the newspaper for a couple of weeks. I talked to people in the town. I had driven into town and asked ten people where the school was, and only four out of ten could tell me. This meant there was a real problem with P. R.

I came up with a whole list of what was right with that institution and what was wrong with that institution. I went in and told the board exactly what I had found. I told them I was sure they were thinking about these things. "If you are not," I said, "you should be because these are the major problems with this institution, and this is how you fix them. These are the major things that are right with this institution, and this is what it can be like in five years if your problems are fixed." The search committee was so excited about somebody coming in who already knew the institution backwards and forwards and knew what was right and what was wrong and how to fix it, that it wound up as no contest.

The rest of the candidates had come in a little too casual and said "Oh, yeah, I want to be president of your college." They said the nice things you learn in graduate school, but they did not have the particulars. Knowing the particulars was a way for me, the only surviving female in the search, to overcome all the other stuff. I came in the most prepared, with specific answers, with direct comments. I even stood up during the first interview for one and a half hours to overcome the feeling that females are weak. Many of the male candidates were over six feet tall. At least they all had to look at me if I was standing.

Learn to lead a meeting well. There is nothing more irritating to busy people than to have their time wasted. Think about all the old jokes and irritants cited about women: they talk too much, they talk too loud, they talk about trivia, they make silly noises, they are too emotional, they are poor drivers, they are indecisive. There are some men who do those things, but it is true that there are some women who behave that way. That is not acceptable behavior in a workplace regardless of whether you are female or not. We need to get down to business and not waste time. I once belonged to a Garden Club, a Women's Club, and BPW, and I quit them all because I could not stand their meetings. You go to Rotary--boom, boom, boom. Business is taken care of, and you are out of there. Men do not waste time.

There is a book out by Carol Pearson called *The Hero Within*, which discusses personality archetypes. I recommend it because it is a good way for you to see yourself as others are probably perceiving you. Pearson talks about six different archetypes of personalities.

The first one is the innocent. Every one of us has a piece of these characters within ourselves. The innocent is the person who believes in all good. The three year old child on Christmas morning when the lights are on the tree and Santa Claus has come. That wonderful look of awe and belief that child has. That is the innocent.

The second one is the orphan. The person who feels isolated, deserted, victimized. You may have run across someone who plays the part of an orphan. If you study people, you can work with them so much better. You can determine if your employee is in his or her orphan behavior today, if he thinks you do not love him anymore because you cut his budget. Let him "come back in," pat him on the back, and let him know he is accepted.

There is also the wanderer. We all have a piece of the wanderer--always seeking, never satisfied, starting something then going on to something else. You probably have some entrepreneurial types on the campus that are doing that. Sometimes the orphan may be a wanderer the next day.

The caregiver, the nurturer, can also be a victim, counselors in particular or financial aid people. Sometimes they get to be such caregivers that they forget about themselves. You have to make sure people do not stay in the caregiving mode too much.

The next type is the warrior. I have one administrator who was such a warrior that it was turning everybody else off. A warrior battles for battle's sake. The only way they ever approach anything is as a conflict. There are times when it is right to fight, but there are also other ways of doing things.

The last archetype is called the magician, and that involves a little bit of every other archetype. The magician can understand where everybody else is coming from and pull it all together to try to make a sage, wise decision. It is important to be partly innocent. You have to keep that belief because the mirror image of innocence is total discouragement, and you will not be able to keep on getting up every morning.

You need a little bit of the orphan because you need to sympathize with people when they do feel deserted, victimized, or isolated. You need to be able to respond to them and pull them back in. We all need to wander a little bit: to always seek, to never be quite satisfied, to keep poking and prodding. We all need to be caregivers to a point, and we also need to be taken care of. We all have to know when to fight and when to give some of it away. Hopefully, we all will become magicians one day. Thank you.

Now Sister Jeanne and I will answer your questions.

Sister O'Laughlin: I would like to introduce one of my vice-presidents, Dr. Cecile Roussell. I read about Cecile in the paper. She retired from the Dade County Schools at a very young age, and I went and got her. That is one of the really creative things a president can do--go get them. We have twenty-two major positions at dean or above; fourteen are women. You have to go get them.

Participant: Catherine, you said you worked for Seminole Community College and South Florida Community College. What other community colleges did you work for?

Dr. Cornelius: Daytona Beach Community College as academic vice-president and a dean.

Sister O'Laughlin: One thing Cathy said that struck me about the positions that you hold. We have got to stop thinking you have to go precisely up the ladder. You can be a

superintendent and become Dean of the School of Education. We have to break some of those patterns. You do not have to go up those same old ladders.

Participant: Once you have arrived, how do you stay put? I am thinking about a comment made by Dr. Shade this morning that the State University System's record is indefensible. We have had a lady chancellor, a lady provost, a lady president, and their staying power is not good. What lessons can we learn from their not being able to stay there?

Dr. Cornelius: Sister Jeanne is from the private sector, and I am from the community college sector, and that is really a Board of Regents kind of question. Maybe that might be the answer. If we can keep some of the politics out of the situation, it may work better.

Sister O'Laughlin: I was here when Barbara [Newell] was appointed, and I was a good friend of Helen [Popovich]. I did not know Judith [Stiehm]. What the outsider saw was really deep prejudice. In Helen's case, even though she may have made some mistakes, it was the business community which did her in. They wanted a fund raiser. Boca Raton is new, and they did not like the break with the traditional image of a president they could bring before the Rotary or whatever. Getting that respect in the business community takes being able to raise the dollars. You cannot do it like a male does it, patting donors on the shoulder at a football game and going off to play golf. You have to do the creative thing. It is true when I talk about the singing. That is an extreme, but I offer it to stretch the mind. You might have to raise money by television, or in all kinds of new ways that your community can hear.

Dr. Cornelius: I would like to comment on the general question of once you get there, how do you stay? I think the answer has to do with creating the image that you are doing something, making the dust fly: change. Every new top CEO has a vision. The board will also have a vision. They want the institution to move from this point to that point. They want to see progress along the way. I have survived almost eight years in a rural, redneck

area. I love them, and they love me because we have been committed together on what to do. The institution is 151% bigger in eight years--tremendous growth, about 20% a year.

We have a gorgeous 1500 seat auditorium that was being used three times a year for graduations because it was just too much trouble to open it up and clean it. I did not think it was built for that. I decided we were going to have a cultural series. Everyone looked at me like I was crazy. I knew it was a rural area, but I thought there was a lot more interest in cultural activities than anybody thought. We have had a lot of people move in after retirement.

I told them we were going to set $50,000 aside for cultural events, and we were going to start with a ballet. If I could sell a ballet, I could sell anything. So, we started with *The Nutcracker* ballet. We sold 1500 seats in two days. It was unbelievable. We now have an eleven performance schedule, all sold out. This has been going on for seven or eight years.

It is the first time most of the people who attended the series have ever been on campus. The best P. R. I can buy is to have 1500 people coming on campus to see what is happening and seeing the high quality performances. Success feeds on success as Sister Jeanne just said. It gets people excited and begins growing. Our foundation had $0 two years ago. Now, it has $3 million in it.

Sister O'Laughlin: The secret is really doing things, but you have to remember the average tenure of a president now in the United States is about four years. A lot of the time presidents leave not necessarily because they have been forced out as much as the person has suffered from burn-out.

My best advice to you in any one of your jobs is not to have a ten year goal. At Barry, I have had a one year goal ten times. Not one year has been the same. Keep the broad vision there, but as you set your priorities, every year has to be invigorating. It has to give you new life.

Dr. Cornelius: It sounds cruel, but with every department chair, faculty member, dean, the careers go up, and they start to tail off. The faculty are protected through tenure, but everybody else starts to tail off, and that is the time to get them out of there, including the

president, so the institution keeps alive. You cannot afford for the institution to lose momentum. When a president or dean starts tailing off, she or he needs to move to some other position; get another hot shot in to keep the rocket going.

At our institution, we have been dragging the college kicking and screaming into the 21st Century. When I arrived, there were no computers. The administration just did not believe in that new fangled stuff. We got a bunch of that new fangled stuff. We had everybody united behind a big rock pushing this boulder up the mountain side. We were making great progress, feeling good. We could see the blue sky. But when we were just about there, we came into this budget crunch. I feel like I am telling the whole staff to stand there and hold this enormous rock until the rescue team comes and brings a little more revenue for us to push it over. We can only do that so long before it starts to fall back down. Buildings do not get repaired. Equipment breaks. All of it starts crumbling back down. Sometimes Tallahassee starts putting little pebbles on top of the rock in the form of new reports to send in.

Participant: I would like to take one minute to pay tribute to the women's movement. There has not been a lot of talk during this conference explicitly about the women's movement, and maybe that is what it means to be post-feminist. You do not have to talk about feminism anymore. At our lunch session, we were talking about how we came to where we are. People talked about their parents. They talked about the nuns who taught them, but nobody talked of the women's movement. I want to say that I am where I am because of the women's movement, and I think that many of us are.

Some things are happening in our colleges that are creating conditions to make it harder for the next generation than it was for us. For example, Women's Studies may not be as strong now. During budget cutting times, Women's Studies gets cut because it is peripheral, a special interest group. This is the time to make sure we still have our commitment to mainstreaming Women's Studies, to doing research on women, to understanding what is going on in our society, to naming the problem, to making it explicit, and even to mainstreaming Women's Studies in the high schools so that the women's movement does not get lost, and the next generation is not without the good information

and the strength and support we got from there being an active women's movement when we were building our career.

Sister O'Laughlin: That is very important. One concern I have is that it is very difficult for the younger women. It is now our turn to look towards opening paths for the younger women. So many of us got in late for a variety of reasons, and we have to be watchful because things have changed, and younger women cannot come forward along the same paths we did.

GROUP REPORTS

DEVELOPING POLICY PERSPECTIVES

Dr. Stryker: Our group had difficulty getting through all the questions in the course of one lunch. I suspect yours did, too. But, the focus of these two- or three-minute reports should be policy implications. This is not the beginning, and it is not the end. It is somewhere on the road that we are all traveling. Let me start with Group 1.

Report from Group 1:

Like all the other groups, we could have gone on forever. A session like this gives everyone the opportunity to meet others at different levels: public schools, community colleges, etc. We hope this will continue.

Some of the comments that were made include the following: qualities that impacted life choices included socialization, role models, courage, and perseverance. Competent self-image was stressed over and over again "I think I can; I think I can." Diplomacy and polite confrontation were stressed.

There are many general barriers to advancement. Lack of mobility is one. The Old Boys' Network is another. The rules of the game are incompatible and unacceptable to advancement. This group was uneasy with what Bill Shade said, stressing packaging and image, not necessarily ability. There was a lot of discussion about that. Examples of sexism

included using pet names, asking inappropriate interview questions about time, family, children, etc, and being introduced as the token woman.

We noted specific barriers for women to the presidency and superintendency. Area businesses want a man with whom they can relate. There is a feeling that a male president will support the athletic program, and a woman will not. Varied work experiences and gaps in experiences cause problems.

Women must have fund raising skills. You must use power wisely and diplomatically. Personal attitudes that were mentioned included building relationships and developing support groups. You must be supportive of one another. Be careful about complaining and really stress your abilities. We discussed career paths, and there was a mixture of how people got where they were. Some had profited from accidental circumstances, and some said, "No, I had goals and worked for those goals."

There is a need in the interviewing process to remain "in the sunshine" as much as possible, and there is a need to create policies to make interviewing procedures for public jobs more objective. Thank you.

Report from Group 2:

Our group mentioned much of what the first group mentioned: role models, self-image, and helping women make educational choices. We do believe, with the number of women increasing in law school and trying to attain a Ph.D., that some of this will be changing, and we will have more positive role models. We also talked about early socialization and how important it was that someone believe in us, that we can succeed, and help foster our own self-image. That early environmental stimulation was very critical in our development.

We also talked about some of the socialization for success and the barriers to women, and we reflected on the Commissioner's comment this morning that men with high school diplomas earned the same or more than women with a college education. When we get those figures more in line with each other, we will have more women trying to follow the college role and the college lifestyle.

In career paths, we also differed. Most of us had not selected a particular career path, and we were often recruited for jobs. One person took a course at Florida State University on career planning that was really instrumental, and it is something we really suggest for women in their early years. In K through 12, girls are not given many options, roles, and different careers they can follow.

We echoed many of the comments made by this morning's speakers about the need to work hard in our current job in order to be looked at for future jobs. You need to know your organization and have integrity, passion, and commitment to what you are doing.

We also believe that timing is essential. Oftentimes an opportunity came about because one of us was the right person at the right time who made her own opportunity. We also talked about the personal attitudes and the humanistic view--how you must care. We cannot forget the personal traits that we bring to a particular position--our personal life. Team building, of course, was stressed. So was management style, and the ability to ignore negative or manipulative people. We keep fighting and fighting and keep moving ahead, getting strength from our support groups, the wisdom we have inside, and our passion and commitment.

We would like to see some kind of report card from the Community College System and the University System about what they are doing to promote women. There should be incentives for having good report cards. We did not exactly know what those incentives should be, but it is something this group, if it gets together again, should come up with. Maybe that could be a focal point for one of our discussions, rewarding people, motivating them to have good success with that report card, and encouraging people to keep mentoring women.

Report from Group 3:

Ms. Seals was the leader of our group so we do know how wonderful she is and what a great person Sister Jeanne recruited. We wanted to thank her for leading our group.

The first area we talked about in terms of early barriers was the socialization issue of mathematics and women. Women do not do well in math and so much power is based in knowledge of budgets. Dr. Pat Hansen shared how she attended an institution where the

vice-president came in, immediately requested copies of the budget, and became very knowledgeable about it. The other vice-presidents could not keep pace with this individual. Gaining knowledge of budgets and fund raising (though not necessarily putting yourself in a career track as an administrative services person) is a way to move up.

One of the other really critical issues that my colleagues at Miami-Dade Community College pointed out, and with which this group totally agreed, was the appointment of board members. The board members are the ones that select CEOs. We have Boards of Trustees, the State Board of Community Colleges, and the Board of Regents. We have other boards throughout our communities and other organizations which make powerful policy decisions and select CEOs, and we need to have a group impact on who goes on those boards.

We want this to be an annual conference, not just for women in education but for women period. By including women from all professions, maybe we could set priorities and agendas for women's issues.

Mentoring was an issue that was discussed. We mentioned not only mentoring professional women just starting out but also reaching out to a vast segment of the female population who is often ignored--our administrative and secretarial women who need to be brought along if we are going to be united as women as a group. We talked about making opportunities for them by looking at job descriptions and providing as much latitude as possible. We also talked about the need to mentor young males.

We talked about networking, reaching out to other segments and getting into the community and not just into the educational arena. Dr. Cornelius would be an excellent example of this by being the first woman in the Rotary. Get on the United Way board. Do whatever you have to do to get out there and increase your power base. Also, we talked about not being superwomen and being nice to ourselves. Expect to not be able to do everything. That theme has been stressed in several different ways today.

Report from Group 4:

We all had extraordinary mentors, whether it was a member of our family or an unusual teacher early in our careers in elementary school and junior high, and we also

mentioned birth order. Many people felt that being the oldest, the firstborn, gave them additional motivation or incentive. But, we did a little survey. Out of the nine members, four were the first born, and five were the last born. So, maybe being the baby of the family has something to do with success, too.

There are some socialization issues I have not heard mentioned. Two people mentioned the positive socialization of attending a women's college. Some felt attending an all black college or university gave them positive socialization to go out and be successful. I do not think Kay will mind my mentioning that she had a negative experience as one of 100 women attending Wake Forest back when it was still called the Wake Forest Baptist Men's College. She felt that she did not have opportunities for graduate assistantships.

Most of my group felt that fortuitous circumstances had advanced their careers. No one had gone and written down goals for their careers. The one thing we all said we did was prepare ourselves for the opportunity which might arise. Our group mentioned the importance of being a risk-taker; you are not going to succeed or take that first administrative post if you are not willing to take some risks. We also mentioned learning to lose and coming back from a loss.

We would like to thank Betty Castor and Laurey Stryker for all the work in putting on this conference. Some people might criticize this as a bad time to have such a conference in terms of the budget cutbacks. The need is even more incredible during this period of lean budgets. It was pointed out in our group that the person who usually gets hired last is the woman or minority, and in lean budget times, those are the people in the positions that are eliminated. So, this was a very important time to have this meeting.

We would suggest that we start baseline data collection this year. You provided us with the statewide data for the hiring of women and minorities in some of the positions in education both in the public schools and in the universities. Perhaps now we should take it further and do an evaluation of university presidents who do not increase their number of women deans and vice-presidents. Maybe even the Chancellor of the State University System, who has hired ten presidents, should be evaluated on the baseline data basis.

Report from Group 5:

We think that meetings like this are very essential, where people from across types of institutions come together. We would like to see them continue. We also would like to encourage the Commissioner to establish a continuum of training opportunities for women in education. We are referring to both the structure and dollars set aside to support that activity. Examples would be activities like this, and support for people to attend institutes in other places such as Harvard, Bryn Mawr and Nova Institute in North Carolina. Each activity would be targeted for specific groups and particular rungs on the career ladder. Someone from the University of Florida (UF) mentioned that UF is currently discussing with the Kellogg Foundation the development of a statewide institute to facilitate this kind of program for career development. Perhaps there is some way the State can combine forces with the University of Florida and the Kellogg Foundation.

Another part of the continuum would be the establishment of internships, or shadowing programs as they are sometimes called. If such programs are established, they need to be real. They need to be of sufficient length for the person to get into the role and to carry out some projects. The person needs to have clear responsibilities. We think these would be two critical aspects for career development opportunities.

We also talked about the particular characteristics of women. Some women are very direct, and other women are much more nebulous. When women are direct, this is sometimes misinterpreted. Frequently women are perceived as not being risk-takers, but several people in the group felt that they and other women were definitely risk-takers.

We decided that women have indeed been change-agents in institutions, in part because women tend to be much less tied to traditions. The fact that "we have always done it this way" is not in and of itself sufficient reason for doing it "this way." Women are much more willing to bring about change.

A third attribute of women is that they are educators. Women are, it was thought by some of the group, the kind of people who are accustomed to educating and bringing people along. Therefore, they are more willing to explain, to lay out their ideas, to discuss, to educate, and to bring people along so that there is a good foundation for initiatives, frequently before things move forward. That may be another reason they are not seen as

risk takers. Because there is a lot of information, new situations do not seem risky to an observer. We also talked about the rules of the game and how they are not well fitted or matched to the lives of women who tend to manage things at home, which takes a lot of time and psychological energy.

We want to recommend to the Commissioner that policies and procedures be established that enhance the development of women in education and create upward mobility. For example, it might be time to reexamine the blueprint for education, to see if it has these kinds of concerns in it, and to add them if not. To understand how women are evaluated and why when women have behavior patterns similar to men, they are misinterpreted. It is very important to have clear goals and strategies for evaluation and assessment of the performance of women. We, too, recommend that the yearly evaluation of the upper-level administrators at every level of education include their commitment to and achievements in advancement for women.

Report from Group 6:

There has been a lot of discussion in recent years in our state and our nation about school renewal, but I feel very strongly that before we can have school renewal we have to renew the people. I, for one, feel that today has been a renewal experience for those of us here in this room, and I want to thank Laurey and the Commissioner for the opportunity to be here.

We felt, and it is probably true for every one of us here, that we could have helped Sister Jeanne write her book, *We Know We Can, We Know We Can*. We took it one step further. We knew we could--BETTER. That is not to say we do not make mistakes, but it is to say we are risk-takers. We do not fear failure; we trust ourselves enough to follow our intuition.

We had several suggestions to pass on to you, either to take back to your districts, campuses, or the Department of Education to use. The basis of one of our suggestions was confirmation of our recognition that jealousy is real, and it does sometimes act as an impediment to career realization. We did agree in our group that often it is women rather than men who are barriers to career advancement. We suggest to you something that has

happened at our university; go back and organize groups of women administrators to meet informally to discuss the organization's direction and shape it from within. We feel that building that kind of cross-sectional group across the organization will take care of the jealousy issue. It will improve sharing of information and communication, and it will also help us when we are aware of a vacancy that may be coming up or a strong candidate whom we would like to see move into an administrative position. To be able to create that network and help make those connections of qualified women administrators for vacancies coming available is to form one's own Old Boys' Network. We were warned, though, by a representative of Clay County that men might mistrust such networking. Apparently they have a very strong AWARE group in Clay County. It is so strong that there is now an undercurrent of discussion to form a BEWARE group.

Maybe we as women should take the initiative and the risk of forming a male and female group to build understanding, to lower the barriers of the lack of trust, and to begin to build a consensus among all administrators in education.

We also felt that a couple of the documents that were prepared for us today could be taken and used to the benefit of all of us. The compilation of the people who are here and the people in administration forms the basis for a wonderful network. When we have vacancies in our campus and in our districts we know are coming up, pick up that book, call each other, and find out who might be ripe for advancement and willing to move so that we can take advantage of what we have here in this room and the resources throughout our state.

We also had a great concern about the disparity that exists in salaries. It needs to be addressed over the long term because we were appalled to see it. We, just like everybody else, agreed this is a wonderful thing that has happened today, and we would like to see it continue.

Report from Group 7:

Our group was truly a group of leaders because we totally deviated from the plan. We went on our own path. It was a pretty cathartic session, and we got to talk about some

of our personal concerns. I will not go over all of those, but there were a couple of ideas that we could all utilize.

We talked about how, as women and minorities, sometimes we find ourselves serving on committees more frequently than the average bear. One of our members said this was an excellent opportunity to be involved in the mentoring process, as there are younger women and by suggesting them we may not need to serve on all the committees. It is a great opportunity for someone who is coming up to learn more about the organization. We talked a lot about positive self-concept, projecting the image and how in some ways perception does not necessarily have to be a reality. People see you as they perceive you. Confidence can be learned, and it can come with competitiveness. By acting confident, we can be confident.

We speculated that men seemed to be taken care of better in most of our organizations. The family-man concept and the need to provide the jobs for men in our organizations seems to be a prevalent thing. The two personal things we talked about over and over and over were integrity, which kind of boils down to how we are seen by and treat people. We thought there was a real need to treat people well at all levels, those who work for us and those for whom we work, and to talk to them and work with them to help us to learn more about our institution. We talked a little about choosing our battles carefully. We sometimes get caught up in symbols. Will we meet at my office? At your office? Going to somebody's office is a small thing to give up, and later, you may be able to use that because you have been acceding to a person.

We talked a little bit about the golden parachute syndrome, something none of our institutions likes to realize actually exists. We wondered whether men are taken care of better by the golden parachute syndrome. We wondered if there was a way to find out about people who depart from institutions, whether men are taken care of and women are not in these instances. In talking about some of these personal things, we wondered if women lose differently than men. We tend to internalize. Where did I go wrong? What did I do wrong? Men tend to say, "What a rotten mood he was in today," and externalize. We need to be able to cast off some of that tendency to place the blame on ourselves the way male colleagues do. In the current budget crisis, we are all suffering, and we wondered

whether women are going to suffer more. Is it easier to cut a woman's budget? Will she complain less if you take one of her employees away? Is she as understanding as a man about the budgets? It would be interesting to see how cuts stack up in some of the various departments on campuses around the state. We talked about being more open with our younger colleagues, talking about ourselves rather openly and letting them know that we all have imperfections. We thought that possibly the best part of today was that it was cathartic and that it allowed us to air some of our feelings and our problems and to learn that we are not alone out there. This was not a day wasted!

Report from Group 8:

There are so many things that have been said that we echoed. The whole area of confidence and the importance of that was mentioned by all of our groups. We also touched on mathematics and how the knowledge of budgets and how to negotiate for higher salaries was so very important. We got into some nitty gritty things and looked at the difference in salaries. We also talked about speaking up in meetings. Sometimes we are not heard, and these skills need to be taught to our children. As far as policy goes, we need to start at a very young age, at the elementary school level. Whether it is dropout prevention or career counseling, providing counselors in general for the very young children is very important.

We do need to broaden our experiences. Otherwise, we may narrow our goals. When opportunity comes, we might be able to go for that opportunity and not be afraid to take the leap, rather than going step by step by step. Cathy and others have mentioned this. If you have that broad background, go for the job that might be two levels above. It was discussed that we are not climbing the ladder of mobility, moving, because we step out of our positions for a period of time. When we are working, we seem to be so deeply committed. We talked about how many hours we put in. Sometimes we need to step back from our jobs and take a breather. Have faith in your staff and give yourself a break. Maybe we should detach ourselves briefly. Informal policy initiatives such as giving women more exposure as leaders and developing internships within organizations were discussed.

We talked about family and how we value family. As female managers, we can institute an atmosphere that really supports the importance of family among our staffs. Thank you.

Dr. Stryker: We will have to wrap this up now. We do plan to do proceedings for this meeting and share them with the group. In the interest of time, I want to bring the Commissioner back up.

CLOSING REMARKS

Commissioner of Education Betty Castor:

Well, this has been a great day. This has been extremely informative, and it has been a lot of fun. I cannot thank all of you enough for coming, and I have to ask everyone who worked on the planning committee to please stand. This group did a wonderful job, and I think today's comments and the reactions I have heard from all of you in large part say something about the planning and the hard work that we have done, as well as the materials and the directory we have compiled. Special thanks to all of the presenters and those of you who added so much. There has been a lot of integrity here today. The intensity of feeling and interest in this issue is even greater than I thought it was initially. It has just been a grand day.

I listened carefully as you made your comments. We know the importance of continuing meetings of this kind. We need to think about how we can take this meeting and add to it, maybe incorporate a training emphasis and try to make this an annual event. The message I hope that you leave here with is that we are here talking about an economic reality--an economic reality for education generally in not only the global sense of the future of Florida and the nation but also in a very personal sense. If we are going to continue this discussion and really make a change, we have to look at the economic reality in our individual lives. It is very basic, and it is very real. The opportunity that we have to work together and support one another came through loud and clear.

I thank all of you for coming. Those of you from out of town have a safe trip home. You will be hearing from us, and I hope that you take back a very positive memory with you today.

APPENDIX A

COMMISSIONER'S ROUNDTABLE FOR WOMEN IN EDUCATIONAL LEADERSHIP IN FLORIDA

PROGRAM

Dr. Laurey Stryker, Presiding

8:30 am - 9:00 am

Continental Breakfast Reception Area, 17th Floor Florida Education Center	Hosted by the State University System

9:00 am - 9:15 am

Opening Remarks Charge to Participants 1703 Florida Education Center	Commissioner Betty Castor

9:15 am - 10:15 am

Keynote Address 1703 Florida Education Center	Dr. Floretta McKenzie

10:30 am - 11:45 am

Panel Discussion "Opportunities for Leadership in Florida Education" 1703 Florida Education Center	Dr. Muriel Kay Heimer, Moderator Dr. Joan Kowal Dr. William Shade Dr. Edward (Tad) Foote, II Mr. Clark Maxwell

11:45 am - 1:20 pm

Working Lunch	Hosted by the Florida Association of Community Colleges
"Rhetoric & Reality: Personal Insights/Policy Implications"	Participants

Group 1	Dark Blue	Room 1701
Group 2	Green	Room 1702
Group 3	White	Room 1706-A
Group 4	White	Room 1706-B
Group 5	Red	Room 1721-A
Group 6	Red	Room 1721-B
Group 7	Yellow	Room 1725-A
Group 8	Yellow	Room 1725-B
Group 9	Tan	Room 1727
Group 10	Light Blue	Room 1728

1:30 pm - 2:30 pm

"Moving to the Top" 1703 Florida Education Center	Sister Jeanne O'Laughlin Dr. Catherine Cornelius

2:30 pm - 3:20 pm

Group Reports "Developing Policy Perspectives" 1703 Florida Education Center	Participants

3:20 pm - 3:30 pm

Closing Remarks 1703 Florida Education Center	Commissioner Betty Castor

ACKNOWLEDGEMENTS
Special thanks are extended to:

Florida State University for hosting the C. Everett Koop Lecture and Reception

The State University System for providing breakfast

The Florida Association of Community Colleges for providing lunch and refreshments

APPENDIX B

ABOUT THE SPEAKERS

Betty Castor, Florida Commissioner of Education, began a distinguished career in public service to Florida's citizens more than two decades ago. With her re-election as Education Commissioner in 1990, she became the first woman to be elected and re-elected to the Florida Cabinet.

Laurey T. Stryker is currently the Assistant Commissioner of Education for the Florida Department of Education. She has served as the Chief Operating Officer for the Department of Education since 1987.

Floretta Dukes McKenzie is President of the McKenzie Group, a comprehensive educational consulting firm offering a range of direct assistance services to both public and private organizations. She was formerly Superintendent and Chief Executive Officer for the District of Columbia Public Schools.

Muriel Kay Heimer is President of Lake City Community College. She formerly served as Provost and Chief Executive Officer of the Cocoa Campus of Brevard Community College.

Joan P. Kowal is currently Superintendent for the Volusia County School District, which serves 49,000 students in 58 schools. She was formerly Superintendent for the Ferguson-Florissant R-2 School District, Florissant, Missouri.

Clark Maxwell, Jr. is Executive Director of the State Community College System. He serves as executive officer and secretary to the State Board of Community Colleges. He is a former member of the Florida House of Representatives and the Florida Senate.

William L. Shade, Vice Chancellor for Public Affairs, State University System, is responsible for intergovernmental relations, public information, media relations, and marketing. He is also responsible for the coordination of presidential searches for the Board of Regents.

Edward Thaddeus Foote, II is currently President of the University of Miami, Coral Gables, Florida. While at Washington University in St. Louis, Missouri, he served as General Counsel and Vice Chancellor, Dean, and Special Advisor to the Chancellor.

Jeanne O'Laughlin is President of Barry University, Miami Shores, Florida. In 1991, she was elected President of the Florida Association of Colleges and Universities. She was appointed by the Governor to the State Board of Independent Colleges and Universities.

Catherine P. Cornelius, President of South Florida Community College, has spent twenty-eight years in Florida public education. She has served as President of the Florida Association of Community Colleges and Chairperson of the Florida Council of Community College Presidents.

APPENDIX C

COMMISSIONER'S ROUNDTABLE FOR WOMEN IN EDUCATIONAL LEADERSHIP IN FLORIDA

PURPOSE

The purpose of the Commissioner's Roundtable for Women in Educational Leadership is to provide a forum to discuss the current status of women in education in Florida and to develop strategies to expand opportunities for women to advance to key leadership roles in the educational arena.

GOALS/INTENDED OUTCOMES

1. Define the current status of women in education in Florida.
2. Explore the issues related to the advancement of women in educational leadership.
3. Develop a working network of women educational leaders.
4. Identify strategies to expand opportunities for women to advance in educational leadership.

APPENDIX D

WOMEN IN EDUCATION:

A Collection of National and Florida Data Concerning Students, Faculty, and Administrators

Data related to women in educational leadership in Florida as well as nationally is often elusive. To supplement the information discussed during the Commissioner's Roundtable for Women in Educational Leadership in Florida, the notes and tables contained in this handout were compiled from a variety of sources. As with any data collection endeavor, locating comparable information is often an impossible task. The Planning Committee for the Commissioner's Roundtable offer this information with the caveat that it be received as a snapshot, a collection of pieces of information on students, faculty and administrators in Florida and nationally.

It is apparent from the limited information on the following pages that some measure of success has been achieved by women in education. It is also clear, however, that achievements have taken much time and, in many instances, are small achievements. During the course of the Roundtable, perhaps the data will foment discussion. Beyond the Roundtable, it is hoped that the data will serve as a springboard for thought and action.

NATIONAL OVERVIEW

Students

- 1979 was the first year in which women outnumbered men in the opening fall enrollment figures. Since 1979, women have consistently outnumbered men; in 1987, they constituted 53% of the total enrollment.

- Since 1977, women have constituted more than one-half of the first-time freshman enrollment.

- Since 1972, women age 35 and older have been the fastest growing group of college students; this group almost tripled in size between 1972 and 1987.

- Although the proportion of female high school graduates who finished college historically lagged behind the proportion for men (13.5% versus 22.1% in 1965), by 1987 the proportions had increased for both genders and had almost equalized (25.2% for women versus 26.1% for men).

- The earnings advantage of college has increased during the 1980s, but the premium earned by female college graduates is larger than it is for men. In 1987 women 30-34 years old with four or more years of college earned 83% more than women of the same age with only 12 years of schooling. Male college graduates earned 57% more.

- Whereas the percent of degrees earned by women increased substantially between 1971 and 1989 at all degree levels, the growth in women's share of degrees was most dramatic at the doctor's and first-professional levels.

- The 1980s saw marked increases in the enrollment of women in graduate, law, and medical schools. While women accounted for 51% of enrollees in graduate schools by 1990, they represented only 43% by 1990 in law schools and 37% in medical schools. Graduate enrollment may be misleading since these data include both master's and doctoral programs as well as a substantial number of non-U.S. citizens.

- National concern over the current and projected low percentages of women in science and engineering have been well documented. Only 15% of the engineering graduates in 1990 were women--a one percent increase since 1986.

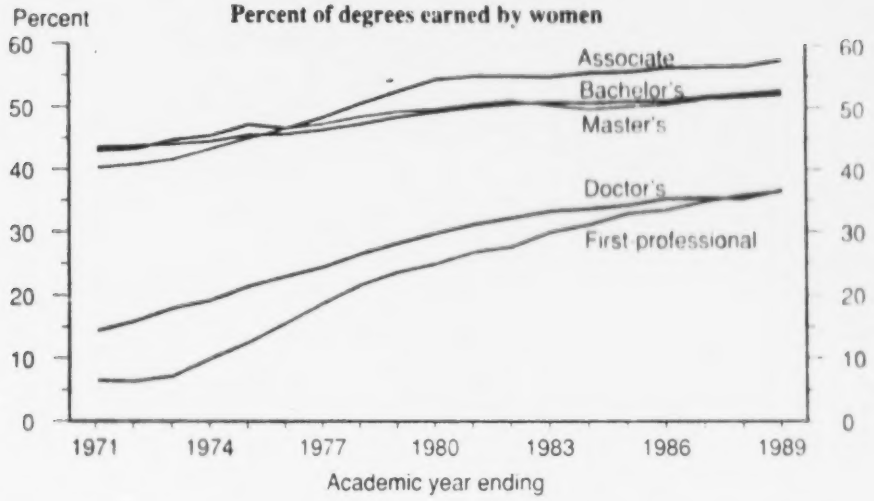
Sources: National Center for Education Statistics. (1990 and 1991). **Condition of Education**. Volume 2. Washington, D.C.: U.S. Department of Education.

Council of Graduate Schools. (1991, August). Communicator. 24(7). Washington, D.C.

Touchton, J. G. and Davis, L. (1991). Fact Book on Women in Higher Education. New York: American Council on Education and Macmillian Publishing Company.

TABLE 1

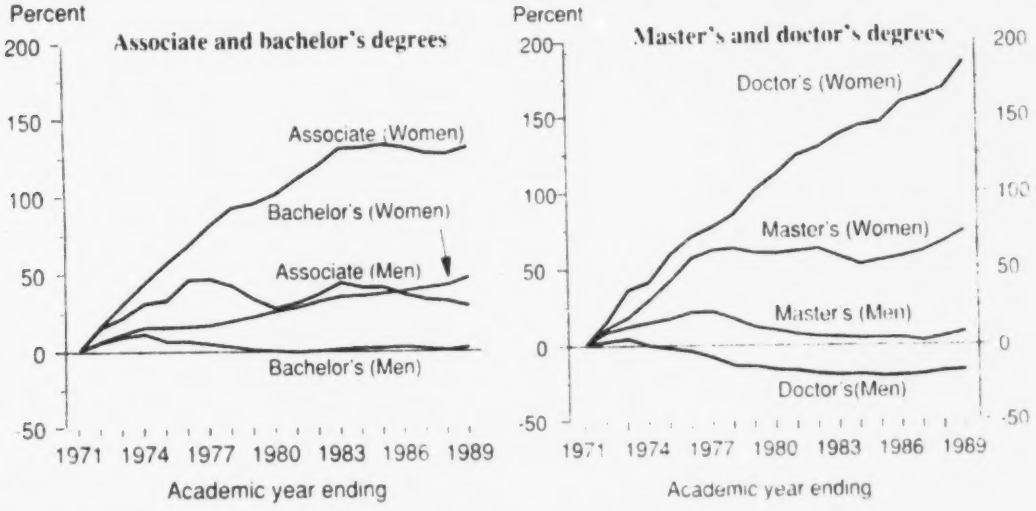
DEGREES CONFERRED BY LEVEL AND GENDER 1971-89



Source: U.S. Department of Education, National Center for Education Statistics, January 1991.

TABLE 2

PERCENT CHANGE IN NUMBER OF DEGREES CONFERRED SINCE 1971



Source: U.S. Department of Education, National Center for Education Statistics, January 1991.

NATIONAL OVERVIEW

Faculty and Administrators

- Between 1975 and 1989, the number of women college and university presidents more than doubled (from 148 to 328). In 1989, women held 11% of all such positions, up from 5% in 1975.
- In 1989, 45% of women presidents were in the public sector, compared to 11% in 1975.
- In 1989, 55% of women presidents were in private institutions, compared to 89% in 1975.
- Of all positions in administration listed in 1987, women held 41% in private 4-year institutions, and only 30% in public 4-year institutions. In public 2-year institutions, women held 36% of the administrative positions; and in private 2-year institutions, they held 48%.
- Overall, in most major positions in administration, women have lower median salaries than men in the same position, but the differences vary by sector. In 1987, for the CEO of a single institution, there was a 6% differential between the median salaries of women and men in a 4-year public institution. The comparable differential in 4-year private institutions was 16%; in 2-year public institutions, 2%; and in 2-year private institutions, 22%.
- For both women and men in chief officer positions (chief executive, academic, business, development, and student affairs officers), median salaries in 1987 were higher in 4-year public institutions than in any other sector.
- In 1987, the median salaries of women and men in chief academic officer positions were almost the same in 4- and 2-year public institutions. In private institutions, both 4- and 2-year, men made notably more than women in these positions.
- In 1985, 43,698 women (35% of a total of 124,374) were full-time executives, managers, or administrators in higher education institutions. Of these women administrators, 86% were white, non-Hispanic; 10% were black, non-Hispanic; 2% were Hispanic; 2% were Asian/Pacific Islander; and less than 1% were American Indian.

The U. S. Department of Education defines executive, administrative, managerial as all persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgement, and to direct the work of others. Report in this category all officers holding titles such as president, vice president, dean, director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as associate dean, assistant dean, executive officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.

Source: Touchton, J.G. and Davis, L. (1991). Fact Book on Women in Higher Education. New York: American Council on Education and Macmillian Publishing Company.

TABLE 3

PERCENTAGE OF WOMEN IN SELECTED ADMINISTRATIVE POSITIONS IN ALL TYPES OF INSTITUTIONS, 1987-88

POSITION TITLE	PERCENTAGE OF WOMEN
Chief Executive Officer, Single Institution	10
Chief Academic Officer	17
Chief Business Officer	10
Chief Development Officer	20
Chief Student Affairs Officer	25

Source: College and University Personnel Association (CUPA), "Administrative Compensation Survey 1987-88," special tabulations, 1988.

TABLE 4

MEDIAN SALARY OF ADMINISTRATORS IN ALL TYPES OF INSTITUTIONS BY GENDER, 1987-88

POSITION TITLE	MEN	WOMEN
Chief Executive Officer, System	$86,130	$70,000
Chief Executive Officer, Single Institution	75,000	68,967
Chief Academic Officer	58,400	50,000
Dean, Business	59,500	41,600
Dean, Communications	53,844	44,671
Dean, Education	59,000	48,725
Dean, Graduate Programs	61,500	56,000
Dean, Law	95,000	90,000
Dean, Mathematics	43,527	38,968
Dean, Nursing	59,122	52,000
Chief Business Officer	54,995	43,000
Chief Development Officer	51,000	40,900
Chief Student Affairs Officer	48,368	42,000

Source: College and University Personnel Association (CUPA), "Administrative Compensation Survey 1987-88," special tabulations, 1988.

FLORIDA OVERVIEW

Students

- Women accounted for approximately 54% of full-time degree-seeking community college students in Fall 1989.

- In 1988-89, women accounted for approximately 56% of the headcount enrollment in associate in arts (AA) programs in the public Community College System and 61% of the enrollment in associate in science (AS) programs. The extent of the female majority in AA and AS programs increased between 1984 and 1988.

- Women received approximately 57% of AA degrees and 69% of AS degrees awarded by Florida's public community colleges in 1985-86 and 1989-90.

- In the SUS, 48.8% of full-time undergraduate university students (unclassified, upper division, and lower division) in Fall 1984 were women compared with 52.5% in Fall 1989.

- Women received 51.8% of bachelor's degrees awarded by the state universities in 1984-85 and 54.9% in 1989-90.

- Substantial growth occurred in the proportion of bachelor's degrees awarded to women in life sciences, mathematics, and physical sciences over the six-year period.

- Fewer degrees were awarded to women in physical sciences in 1990-91 than in 1984-85.

- Proportionally, in 1988-89 Florida's public universities awarded a higher percentage of bachelor's degrees to women than were awarded to women nationally in the fields of architecture- environmental design, communications, computer and information sciences, engineering, and letters.

- The proportion of first-professional degrees awarded to women by Florida public universities increased substantially in the field of pharmacy between 1984-85 and 1990-91.

- The proportion of women receiving first-professional degrees in medicine in 1988-89 was generally comparable between the State University System and nationally, but proportionally fewer women received degrees in law and pharmacy in the SUS than nationally that year.

Sources: Community College Fact Books 1985 and 1989; Board of Regents Fact Books 1984, 1989, and 1990.

Summative Review of the Associate in Arts Degree Program, State Board of Community Colleges, 1991.

TABLE 5

TOTAL BACHELOR'S DEGREES CONFERRED IN SELECTED DISCIPLINES, NUMBER, AND PERCENT AWARDED TO WOMEN

FIELD OF STUDY	SUS 1984-85 n	SUS 1984-85 %	SUS 1990-91 n	SUS 1990-91 %	NATIONAL 1988-89 n	NATIONAL 1988-89 %	SUS 1988-89 n	SUS 1988-89 %
Arch-Environmental Design	118	50.6	148	50.5	9,191	39.3	123	48.8
Business & Management	2,579	45.1	3,000	45.0	246,659	46.7	2,687	43.5
Communications	849	67.0	1,211	66.6	48,625	60.4	1,145	66.9
Computer & Info Sciences	489	41.2	193	32.4	30,637	30.7	241	34.6
Engineering	216	14.4	256	15.1	85,273	13.6	262	16.0
Letters	353	68.4	73	72.3	49,734	63.1	557	69.5
Life Sciences	205	40.8	291	47.9	36,079	50.2	252	44.0
Mathematics	73	36.7	89	52.4	15,237	46.0	69	38.6
Physical Sciences	106	27.8	99	32.8	17,204	29.7	87	30.3

Sources: U. S. Department of Education, National Center for Education Statistics, January, 1991.

Board of Regents Fact Books 1984-84, 1988-89 and 1990-91.

TABLE 6

FIRST-PROFESSIONAL DEGREES CONFERRED IN SELECTED DISCIPLINES, NUMBER, AND PERCENT AWARDED TO WOMEN

FIELD OF STUDY	SUS 1984-85 n	SUS 1984-85 %	SUS 1990-91 n	SUS 1990-91 %	NATIONAL 1988-89 n	NATIONAL 1988-89 %	SUS 1988-89 n	SUS 1988-89 %
Law (LL.B OR J.D.)	202	37.5	253	39.8	36,043	40.3	183	34.2
Medicine (M.D.)	56	27.2	67	34.5	15,454	33.2	198	31.3
Pharmacy (Pharm.D.)	4	40.0	37	56.9	1,074	60.7	41	64.1

Sources: U.S. Department of Education, National Center for Education Statistics, January, 1991.

Board of Regents Fact Books 1984-85, 1988-89, and 1990-91.

FLORIDA OVERVIEW

Faculty and Administrators

- In the State University System in 1989-90:

  23% of all faculty were women
  17% of tenured faculty were women
  31% of non-tenured faculty were women
  34% of non-tenure earning faculty were women

- Women tenured professors accounted for less than 10% of all tenured professors in 1984 and in 1989.

- Although the number of women tenured professors more than doubled between 1984 and 1989, the proportion of all tenured professors who were women changed little.

- There were 299 women tenured associate professors in 1984, yet in 1989 there were only 249 women tenured professors.

- In the Community College System in Fall 1990, 47.7% of all full-time instructional positions were held by women.

- Data concerning executive/administrative/managerial (EAM) staff in Florida's public and private postsecondary institutions is difficult to acquire.

- In 1984-85, 27% of the 1,723 EAM positions in the SUS were occupied by women.

- In 1990, the proportion of women in EAM positions ranged from 13.3% to 49% among the nine universities.

- An examination of EO/AA goals by institution reveals that one-third of the SUS institutions had a smaller percentage of women in EAM positions in 1990 than in 1987 when institutional goals were established. By 1990, five of the nine universities had met or exceeded their 1992 goals for women in EAM positions.

- The institutional goals for women in EAM positions reflected a wide range of expectations between 1987 and 1992. The smallest change was a **decrease** at one institution where the 1992 goal was .1% **below** the actual percentage of women in EAM positions in 1987. The largest positive change was a projected 12% increase at one university.

- In Fall 1990, women held 36% of full-time executive/administrative/managerial positions in the Community College System. In 1986, women accounted for 31.3% of these positions.

- There was a net gain of 45 EAM positions between 1986 and 1990 in the public community colleges. Males held 601 EAM positions in 1986 compared with 593 in 1990. Females occupied 275 EAM positions in 1986 and 328 positions in 1989.

TABLE 7

EO/AA ACTUAL AND GOAL PERCENTAGE REPRESENTATION FOR WOMEN IN EXECUTIVE/ ADMINISTRATIVE/MANAGERIAL POSITIONS IN THE STATE UNIVERSITY SYSTEM

INSTITUTION	ACTUAL PERCENT 1987	ACTUAL PERCENT 1990	GOAL 1992 PERCENT
University of Florida	14.9	13.3	20.0
Florida State University	39.0	39.3	39.0
Florida A & M University	27.8	26.8	30.0
University of South Florida	38.3	40.0	38.4
Florida Atlantic University	36.1	49.0	38.0
University of West Florida	19.0	24.2	31.0
University of Central Florida	22.3	32.6	28.5
Florida International University	48.2	48.9	46.0
University of North Florida	36.7	33.7	38.0

Source: Board of Regents Fact Book, 1989-90.

Note: Five-year goals were set in 1987.

TABLE 8

TENURE STATUS OF WOMEN IN THE SUS 1984-85 AND 1989-90

	1984-85		1989-90	
Tenured	n	%	n	%
Professor	160	8.0	249	9.9
Associate Professor	299	18.4	444	24.6
Assistant Professor	94	27.2	59	37.1
Non-Tenured				
Professor	4	4.3	10	9.2
Associate Professor	76	20.4	98	26.6
Assistant Professor	330	32.2	425	33.1
Non-Tenure Earning				
Professor	5	11.4	7	18.4
Associate Professor	22	31.9	12	26.7
Assistant Professor	106	39.8	92	37.2

Source: Board of Regents Fact Books 1984 and 1989.

APPENDIX E

FLORIDA STATE UNIVERSITY SYSTEM

- Summary of State University System Employees Holding Ranks of Assistant Dean or Higher By Title, Race, and Gender
- Summary of State University System Faculty by Race, Sex, Rank and Tenure
- Summary of All State University System Employees by Race

Compiled for
the Commissioner's Roundtable for
Women in Educational Leadership in Florida

November 1991

SYSTEM SUMMARY OF SUS EMPLOYEES HOLDING RANKS OF
ASSISTANT DEAN OR HIGHER
BY TITLE, RACE, AND GENDER
(EXCLUDES NON-RESIDENT ALIENS AND RACE NOT REPORTED)
FILE-FALL 1991 AUTHORIZED POSITION FILE

	WHITE MALES	WHITE FEMALES	BLACK MALES	BLACK FEMALES	HISPANIC MALES	HISPANIC FEMALES	ASIAN MALES	ASIAN FEMALES	AM. INDIAN MALES	AM. INDIAN FEMALES	TOTAL MALES	TOTAL FEMALES	GRAND TOTAL
01. CHANCELLOR	1										1		1
02. EXECUTIVE VICE CHANCELLOR	1										1		1
03. VICE CHANCELLOR	2	1									2	1	3
04. ASSOCIATE VICE CHANCELLOR	2	2									2	2	4
06. PRESIDENT	6		2		1						9		9
07. PROVOST	5	1	1								6	1	7
08. EXECUTIVE VICE PRESIDENT	1										1		1
09. ASSOCIATE PROVOST	2										2		2
10. ASSISTANT PROVOST	1	3	1				1				3	3	6
11. VICE PRESIDENT	31	2	6	1	1						38	3	41

SYSTEM SUMMARY OF SUS EMPLOYEES HOLDING RANKS OF
ASSISTANT DEAN OR HIGHER
BY TITLE, RACE, AND GENDER
(EXCLUDES NON-RESIDENT ALIENS AND RACE NOT REPORTED)
FILE-FALL 1991 AUTHORIZED POSITION FILE

WHITE MALES	WHITE FEMALES	BLACK MALES	BLACK FEMALES	HISPANIC MALES	HISPANIC FEMALES	ASIAN MALES	ASIAN FEMALES	AM. INDIAN MALES	AM. INDIAN FEMALES	TOTAL MALES	TOTAL FEMALES	GRAND TOTAL
12. ASSOCIATE VICE PRESIDENT												
30	11	4								34	11	45
13. ASSISTANT VICE PRESIDENT												
15	10	5	5							20	15	35
14. DEANS												
69	12	8	5	1		1	1			79	18	97
15. ASSOCIATE DEANS												
81	20	6	4	1	2	1	1	1		90	27	117
16. ASSISTANT DEANS												
43	16	7	1							50	17	67
GRAND TOTAL												
290	78	40	16	4	2	3	2	1		338	98	436

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SUS FACULTY BY RACE, SEX, RANK AND TENURE
(INCLUDES ALL FULL-TIME FACULTY IN RANKS 01/04)
(EXCLUDES NON-RESIDENT ALIENS AND RACE NOT REPORTED)
FILE-FALL 1991 AUTHORIZED POSITION FILE

	WHITE MALES	WHITE FEMALES	BLACK MALES	BLACK FEMALES	HISPANIC MALES	HISPANIC FEMALES	ASIAN MALES	ASIAN FEMALES	AM. INDIAN MALES	AM. INDIAN FEMALES	TOTAL MALES	TOTAL FEMALES	TOTAL
TENURED													
PROFESSOR	2,231	247	71	27	43	1	78	10	36	5	2,459	290	2,749
ASSOC PROFESSOR	1,239	406	72	52	42	16	45	6	18	4	1,416	484	1,900
ASSIST PROFESSOR	74	35	20	11	1	6	1				96	52	148
TOTAL	3,544	688	163	90	86	23	124	16	54	9	3,971	826	4,797
NOT TENURED, TENURE EARNING													
PROFESSOR	73	13	10		4		1		2		90	13	103
ASSOC PROFESSOR	202	61	29	15	6	1	8	3	6	2	251	82	333
ASSIST PROFESSOR	741	411	81	65	51	24	69	15	32	8	974	523	1,497
INSTRUCTOR	12	17		1	1	1	1	1			14	20	34
TOTAL	1,028	502	120	81	62	26	79	19	40	10	1,329	638	1,967

SUS FACULTY BY RACE, SEX, RANK AND TENURE
(INCLUDES ALL FULL-TIME FACULTY IN RANKS 01/04)
(EXCLUDES NON-RESIDENT ALIENS AND RACE NOT REPORTED)
FILE-FALL 1991 AUTHORIZED POSITION FILE

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NOT TENURED, NOT EARNING PROFESSOR	20	7		1	1	1	1		1		23	9	32
ASSOC PROFESSOR	45	18	2	3	1	1	1		3	1	52	23	75
ASSIST PROFESSOR	120	100	16	20	9	5	10	5	16	3	171	133	304
INSTRUCTOR	154	211	25	26	10	14	4		1		194	251	445
TOTAL	339	336	43	50	21	21	16	5	21	4	440	416	856
GRAND TOTAL	4,911	1,526	326	221	169	70	219	40	115	23	5,740	1,880	7,620

ALL SUS EMPLOYEES
(EXCLUDES NON-RESIDENT ALIENS AND RACE NOT REPORTED)
FILE-FALL 1991 AUTHORIZED POSITION FILE

	WHITE MALES	WHITE FEMALES	BLACK MALES	BLACK FEMALES	HISPANIC MALES	HISPANIC FEMALES	ASIAN MALES	ASIAN FEMALES	AM. INDIAN MALES	AM. INDIAN FEMALES	TOTAL MALES	TOTAL FEMALES	GRAND TOTAL
BOR	52	70	6	32	1	2		1			59	105	164
FAMU	146	58	505	573	8	5	30	7	10		699	643	1,342
FAU	641	622	96	92	30	26	44	19	7	2	818	761	1,579
FIU	586	496	83	130	238	341	57	18	2	4	966	989	1,955
FSU	1,770	1,528	386	537	35	33	35	17	3	3	2,229	2,118	4,347
UCF	898	754	49	99	39	47	54	11		1	1,040	912	1,952
UF	4,701	4,267	597	977	105	136	46	85	147	42	5,596	5,507	11,103
UNF	334	322	61	83	5	8	9	6	2		411	419	830
USF	1,891	1,827	222	427	102	128	85	45	10	5	2,310	2,432	4,742
UWF	391	357	56	79	4	6	16	5	1		468	447	915
SUS	11,410	10,301	2,061	3,029	567	732	376	214	182	57	14,596	14,333	28,929

APPENDIX F

COMMISSIONER'S ROUNDTABLE FOR WOMEN IN EDUCATIONAL LEADERSHIP IN FLORIDA

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APPENDIX G

LUNCHEON ROUNDTABLES

RHETORIC & REALITY: PERSONAL INSIGHTS/POLICY IMPLICATIONS

Your collective personal experience is invaluable as we explore today "What is" the current situation regarding women in leadership positions in education, "What should be," and "How do we get there." To guide you in your discussions today, we offer the following questions in five general areas.

1. **Educational Life Choices: Who Gets What?**

The relationship between student achievement and gender is clear (e.g., female students start out ahead--in reading, in writing, and even in mathematics, but twelve to sixteen years later are behind). Women consistently have higher grades in college than men, but graduate at a lower rate and are less likely to go on to graduate school. Once in the work force, they earn less on the average than their male counterparts, and are promoted less readily. In other words, in the educational world, women start out ahead but fall behind. **You didn't. Why not?**

2. **Socialization for Success: Does it Happen?**

Experts stress that the socialization of twelve, sixteen, or more years of the "hidden curriculum" of schooling, child-rearing, and peer group contacts cannot be shed. The dynamics of group interaction in institutional settings are often glossed as constituting barriers to women's influence and advancement. **Has this been true for you and your female colleagues?**

3. **Career Paths: Accident or Choice?**

Conventional wisdom holds that women think about how they serve the occupation, rather than about how the occupation can serve them (e.g., how to serve competently in a position, rather than how a position fits into a career path). **Does this accord with your experience?**

4. **The Personal Dimension: What Attitudes Help or Hinder?**

Profiles of successful women administrators suggest that the major obstacles in professional paths are: (a) a scarcity of opportunities for promotion, (b) an occasional loss of ambition to move higher on the career ladder, and (c) a recurring sense of the high price of a commitment to professional success (i.e., loss of time for leisure and for sustaining and building personal relationships, and continued peer pressure to perceive these as "losses"). Thus, women are continuously vulnerable to pressure not to succeed. **To buck this pressure, a set of personal attitudes is required. What are they?**

5. **Setting Policy Directives: What Might Work?**

Current policies, framed by various sets of quantitative data, aren't working well. Qualitative discussions may hold some answers. **Can the Commissioner use the insights generated above to find new ways to set and direct equity policy? If so, how? If we must count (and we must), what should we be counting?**

At the end of the day, each roundtable will be asked to present highlights of your discussion to the whole group. Please use the last few minutes as a group to plan a presentation of no more than 4 minutes to share your most important or innovative insights and ideas.

APPENDIX H

COMMISSIONER'S ROUNDTABLE FOR WOMEN IN EDUCATIONAL LEADERSHIP IN FLORIDA

Rhetoric & Reality: Personal Insights/Policy Implications

GROUP 1 - Dark Blue - Room 1701 Florida Education Center

* Dr. Mary Giella - Pasco County
Dr. Carol D. Holden - University of Miami
Dr. Katherine M. Johnson - Indian River Community College
Ms. Elizabeth Maryanski - Tallahassee Community College
Dr. Mary North - Edison Community College
Sr. Jeanne O'Laughlin - Barry University
Dr. Linda H. Owens - Florida Department of Education
Ms. Derrie Roark - Hillsborough Community College
Dr. Joy Anne Stephens - Florida Atlantic University
Mrs. Dorothy P. Williams - Florida A & M University
Ms. Oel Wingo - Central Florida Community College
Dr. William Shade - State University System
Ms. Karla C. Carney - Hardee Center for Women in Higher Education

GROUP 2 - Green - Room 1702 Florida Education Center

Dr. Jacqueline B. Beck - Florida A & M University
Ms. Nancy T. Benda - Florida Department of Education
Ms. Carla L. Coleman - Florida Atlantic University
Ms. Sylvia Edge - Miami-Dade Community College
Dr. D. Patricia Howe - University of West Florida
Dr. Kathryn A. Jarvis - Beacon College
Ms. Roberta Maddox, State University System
Dr. Floretta D. McKenzie - The McKenzie Group
Dr. Mary Pankowski - Florida State University
* Ms. Kay Quarles - Daytona Beach Community College
Ms. Queen Townsend - St. Lucie County
Ms. Joanne T. Trekas - University of Tampa
Ms. Elaine Fygetakis - Hardee Center for Women in Higher Education

* Group Leaders

GROUP 3 - White (A) - Room 1706-A Florida Education Center

Dr. Margaret L. Bates - University of South Florida
Ms. Mary Booker - State Community College System
Ms. Sally Buxton - Miami-Dade Community College
Dr. Dona Cotten - Pensacola Junior College
Mrs. Marion G. Dailey - Seminole County
Ms. Linda R. English - University of Tampa
Dr. Patricia Hansen - State University System
Dr. Margaret W. Lewis - Florida A & M University
Dr. Walter McCarroll - Florida Department of Education
Ms. Sherrill Ragans - Florida State University
Ms. Mary Lou Rajchel - Florida Department of Education
• Dr. S. Cecile Roussell - Barry University
Mr. Phil James - Hardee Center for Women in Higher Education

GROUP 4 - White (B) - Room 1706-B Florida Education Center

• Dr. Judy Blucker - Florida International University
Dr. Elizabeth Cobb - Florida Community College at Jacksonville
Ms. Leilani Crafts - Beacon College
Ms. Helen Ellison - Florida International University
Ms. Deborah M. Fuschetti - Webber College
Dr. Muriel Kay Heimer - Lake City Community College
Ms. Erin McColskey - State Community College System
Ms. Amelia Mulkey - North Florida Junior College
Dr. Jan Putnal - Wakulla County
Dr. Lynn Smith - Columbia County
Dr. Laurey T. Stryker - Florida Department of Education
Ms. Tracy Skipper - Hardee Center for Women in Higher Education

GROUP 5 - Red (A) - Room 1721-A Florida Education Center

Dr. Afesa M. Adams - University of North Florida
Ms. Anne Boykin - Florida Atlantic University
Ms. Geogieanna Bryant - Pensacola Junior College
Dr. Linda B. Eldridge - Alachua County
Ms. Carol Hawkins - Polk Community College
• Dr. Joan A. Hill - Florida Community College at Jacksonville
Mr. Clark Maxwell - State Community College System
Dr. Sherry Mercer - Santa Fe Community College
Ms. Deborah P. Milliken - Webber College
Dr. Ann Taylor - Bethune-Cookman College
Dr. Cynthia Wallat - Florida State University
Dr. Nena Whittemore - Flagler College
Ms. Dorothea Taylor - Hardee Center for Women in Higher Education

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Dr. Cheryl Blanco - Florida Department of Education
Ms. Jennifer Braaten - Lynn University
Dr. Elizabeth Dubose - Pensacola Junior College
Dr. Joan Farrell - University of North Florida
Ms. Connie Graunke - State Community College System
Dr. Judith L. Johnson - Florida Community College at Jacksonville
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Ms. Pat O'Connell - Florida Department of Education
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Dr. Jean Bryant - Florida State University
Ms. Odina Filipe - Florida Atlantic University
• Ms. Linda S. Gray - University of Florida
Dr. Freddie L. Groomes - Florida State University
Ms. Katharine Hansen - Florida Department of Education
Dr. Joan Kowal - Volusia County
Ms. Anne McCullen - Gulf Coast Community College
Dr. Ann McGee - Broward Community College
Dr. Shann Purinton - St. Johns River Community College
Ms. Yvette Robison - Manatee Community College
Commissioner Betty Castor - Florida Department of Education
Ms. Carol Ross - Hardee Center for Women in Higher Education

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Dr. Carolyn Herrington - Florida State University
• Dr. Marie McDemmond - Florida Atlantic University
Dr. Martha Miller - Florida Department of Education
Ms. Charlotte Minter - Florida Community College at Jacksonville
Ms. Dorothy Routh - Florida Department of Education
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